

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at California State University, Fresno

Professional Services Division

March 15, 2006

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at California State University, Fresno. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendations

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for California State University, Fresno and all of its credential programs: **ACCREDITATION**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Agricultural Specialist
- Administrative Services
 - Preliminary
 - Preliminary Internship
 - Professional
- Clinical Rehabilitative Services
 - Language Speech and Hearing
- Early Childhood Education Specialist
- Education Specialist (Special Education)
 - Preliminary Level I
 - Mild/Moderate Disabilities
 - Mild/Moderate Disabilities Internship
 - Moderate/Severe Disabilities
 - Moderate/Severe Disabilities Internship

Deaf and Hard of Hearing
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Deaf and Hard of Hearing

- Health Services (School Nurse)
- Multiple Subject Credential
 - Multiple Subject
 - BCLAD Emphasis (Spanish, Hmong)
 - Multiple Subject Internship
- Pupil Personnel Services Credential
 - School Counseling
 - School Psychology
 - School Psychology Internship
 - School Social Work
 - Child Welfare and Attendance
- Reading and Language Arts Specialist
 - Reading Certificate
 - Reading and Language Arts Specialist
- Resource Specialist Certificate
- Single Subject Credential
 - Single Subject Credential
 - Single Subject Internship

(2) Staff recommends that:

- The institution's response to the preconditions be accepted
- California State University, Fresno be permitted to propose new credential programs for approval by the Committee on Accreditation.
- California State University, Fresno be placed on the schedule of accreditation visits for the 2012-2013 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

Background Information

California State University, Fresno is central California's major regional university, with an enrollment of approximately 20,000 students. The university was established in 1911 as a state normal school. In 1921, the two-year teacher preparation program was changed to a four-year Bachelor of Arts in Teaching Degree with the institution being named Fresno State Teacher's College, later changed to Fresno State College. The first master's degree at Fresno State was awarded in 1949 and a Joint Doctorate in Educational Leadership was approved in 1991.

Teacher education occupies a primary position within the CSU system, which prepares a majority of California's teachers. At Fresno State, teacher education has received priority attention in the mission and strategic planning of the institution since its founding. In 1961, the Fisher Act eliminated the Bachelor of Arts in Teaching and affected general restructuring of the programs in professional education. More specialized courses were added beyond those of traditional education, and in 1981 the School of Education was renamed the School of Education and Human Development. In 1998, the Joint Doctoral Program, a partnership established with Fresno State and University of California at Davis, was placed under the jurisdiction of the School of Education and Human Development. In recognition of a generous endowment by the wife of a former professor, Benjamin Kremen, the SOEHD was given its current name, The Benjamin and Marion Kremen School of Education and Human Development (KSOEHD), in 2002.

The Dean of the Kremen School of Education and Human Development is delegated full responsibility by the President and by the Provost for administering the laws and policies for all basic and advanced teacher education programs offered at the university. Each credential and degree program in the KSOEHD is housed in one of the school's four departments: Counseling, Special Education, and Rehabilitation (CSER); Curriculum and Instruction (CI); Educational Research, and Administration (ERA); and, Literacy and Early Education (LEE). Many departments, schools and colleges throughout the university contribute to the preparation of professional educators.

Six schools and colleges participate with the KSOEHD in the preparation of single subject (secondary) teacher candidates. In addition to the programs offered through the KSOEHD, the other university departments offer credential programs that prepare educators to work in P-12 settings in school psychology, social work, speech language/pathology, deaf and hard of hearing, school nursing, and agriculture.

California law requires that candidates in a multiple subject (elementary) or single subject (secondary) program be able to complete the program in one calendar year. Upon successful completion of all requirements, candidates are recommended for a preliminary credential. They subsequently complete a two-year induction program provided by the district in which they are employed in order to receive a professional clear credential. For Special Education program candidates, these two levels are referred to as Level I and Level II. The university, rather than the employing school district, provides the Level II program.

The *Preliminary Multiple Subject Credential* listed in Table 1 authorizes holders to teach in self-contained classrooms, primarily found in *elementary* classrooms. Candidates may complete the elementary program in conjunction with a bachelor's degree in liberal studies (*Blended Program*) or as a post-baccalaureate student. In addition, candidates may complete their program as part of an *Internship Program*. The Internship program accepts qualified candidates who have completed required prerequisite courses and have been hired by a participating school district. Candidates complete their credential coursework over the course of one year while working for a slightly reduced salary.

The unit offers a nationally recognized option in Early Childhood Education for candidates who are particularly interested in preparing to work with younger children. Candidates receive a regular multiple subject credential. Candidates may also choose to complete the requirements for a *Bilingual Cross-cultural Language and Academic Development (BCLAD)* certificate, which authorizes them to provide academic instruction to English learner students in their primary language (Spanish or Hmong).

The *Preliminary Single Subject Credential*, listed in Table 1.1 authorizes holders to teach in the subject area specified on the credential in departmentalized classrooms, primarily found in *secondary* schools.

Table 1.1 Initial Programs

| Program Name | Award Level | Program Level | Candidates Admitted 2004-05 | Agency Reviewing Program | Program Report Submitted | State Approval Status | National Recognition Status |
|--|-------------------------|---------------|-----------------------------|--------------------------|--------------------------|-----------------------|-----------------------------|
| Multiple Subject (Elementary) (including Internship) ¹ | MS Credential | ITP | 379 | State | Yes | App | NA |
| Early Childhood Initial | MS Credential | ITP | (Included in MS) | NAEYC | Yes | NA | Yes |
| BCLAD (Elementary), Spanish and Hmong) | Emphasis Credential | ITP | (Included in MS) | State | NA | App | NA |
| Single Subject (Secondary), including Internship | SS Credential | ITP | 179 | State | Yes | App | NA |
| Special Education, Level I (Mild/Moderate; Mod/Severe, including Internship) | SPED Level I Credential | ITP | 89 | State | Yes | App | NA |
| Special Education, Level I (Deaf and Hard of Hearing) | SPED Level I Credential | ITP | 15 | State/CED | Yes | App | CED |

Table 1.2 Advanced Programs

| Program Name | Award Level | Program Level | Candidates Admitted 2004-2005 | Agency Reviewing Program | Program Report Submitted | State Approval Status | National Recognition Status |
|---|--------------------------|----------------------|--------------------------------------|---------------------------------|---------------------------------|------------------------------|------------------------------------|
| Early Childhood Specialist | Specialist Credential | ADV | 15 | State/NAEYC | Yes | App | Yes |
| MA in Education, Early Childhood Option | MA | ADV | Included in above | NAEYC | Yes | NA | Yes |
| Reading Certificate | Credential | ADV | 18 | State | Yes | App | NA |
| Reading/Language Arts Specialist | Specialist Credential | ADV | Included in above | State | Yes | App | NA |
| MA in Education Reading Option | MA | ADV | Included in above | | NA | NA | NA |
| Special Education, Level II (Mild/Moderate; Mod/Severe) | SPED Level II Credential | ADV | 45 | State | Yes | App | NA |
| MA in Special Education | MA | ADV | 45 | NA | NA | NA | NA |
| Special Education, Level II (Deaf and Hard of Hearing) | SPED Level II Credential | ADV | Included in above | State/CED | Yes | App | CED |
| Education Administration (Preliminary, including Internship) | Services Credential | ADV | 102 | State | Yes | App | NA |
| Education Administration (Professional) | Services Credential | ADV | 20 | State | Yes | App | NA |
| MA in Education (Administration and Supervision Option) | MA | ADV | Included in above | NA | NA | NA | NA |
| MA in Education (Curriculum and Instruction Option) | MA | ADV | 10 | NA | NA | NA | NA |
| Master of Arts in Teaching | MAT | ADV | New in Fall 2005 | NA | NA | NA | NA |
| Agricultural Specialist | Specialist Credential | ADV | Included in SS | State | Yes | App | NA |
| Pupil Personnel Services (School Counseling) | PPS Credential | ADV | 64 | State | Yes | App | NA |
| Pupil Personnel Services (School Psychology) | PPS Credential/MS | ADV | 6 | State/NASP | Yes | App | Yes |
| Pupil Personnel Services (Social Work/Child Welfare Attendance) | PPS Credential/MSW | ADV | 22 | State | Yes | App | Yes |
| School Nurse Services | Services Credential | ADV | 57 | State | Yes | App | NA |
| Clinical Rehab (Language, Speech, and Hearing) | Credential/MS | ADV | 17 | State/ASHA | Yes | App | ASHA |
| Joint Doctoral Program Educational Leadership | Ed.D. | ADV | | NA | NA | NA | NA |

Merged COA and NCATE Visit

This was a continuing accreditation visit by the National Council for Accreditation of Teacher Education (NCATE). The visit merged the accreditation processes of the Committee on Accreditation (COA) and the National Council for the Accreditation of Teacher Education (NCATE) according to the approved protocol. The Accreditation Team, which included membership from the COA and NCATE, received a single Institutional Self-Study Report, worked from a common interview schedule, and collaborated on all decisions related to accreditation standards.

The merged visit was based upon the partnership agreement reached between the COA and NCATE. The first partnership agreement was developed and signed in 1989. The Partnership was revised and renewed in 1996 and subsequently revised and renewed in 2001. The Partnership Agreement requires that all California universities who are NCATE accredited participate in reviews that are merged with the State's accreditation process. The agreement allows the university the option to respond to the NCATE 2000 Standards, provided that the Commission's Common Standards are addressed in the context of that response. It also allows the subsequent accreditation team report to be written based upon those standards. California State University, Fresno exercised that option. In addition, the institution must respond to all appropriate Program Standards. The agreement also states that the teams will be merged, will share common information and interview schedules, and will collect data and reach conclusions about the quality of the programs in a collaborative manner. However, the accreditation team will take the common data collected by the team and adapt it according to the needs of the respective accrediting bodies. This is because the NCATE Unit Accreditation Board requires a report that uses the familiar language and format of the NCATE standards rather than the language that is needed for the COA (i.e., information about Common Standards and Program Standards.) Under the provisions of the partnership agreement, California universities are not required to submit Folios to the NCATE-affiliated professional associations for review. The state review stands in place of that requirement.

Preparation for the Accreditation Visit

The Commission staff consultant, Cheryl Hickey, was originally assigned to the institution in Spring, 2004, and met with institutional leadership in Fall 2004. The meeting led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. In addition, telephone, e-mail and regular mail communication was maintained between the staff consultant and institutional representatives. In Spring 2005 a staffing change was made at the Commission on Teacher Credentialing and Dr. Lawrence Birch was subsequently assigned to be the staff consultant along with Teri Clark. The Team Leader (Co-chair for the visit), Dr. Randall Lindsey, was selected in July 2005. The Chair of the NCATE Board of Examiners (Co-chair for the visit), Dr. Ron Colbert, was assigned in November, 2005. On February 6, 2006, the team co-chairs and the staff consultants met with the representatives of CSU, Fresno to make final

determinations about the interview schedule, the template for the visit and any remaining organizational details.

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the NCATE unit standards and appropriate references to the California Common Standards. This was followed by separate responses to the Program Standards. For each program area, the institution decided which of the five options in the *Accreditation Framework* would be used for responses to the Program Standards. Institutional personnel decided to respond using Option One, California Program Standards for all programs with the exception of the Early Child Specialist credential program who used the National Association for the Education for Young Children (NAEYC) standards, the Clinical Rehabilitative Services credential program who used the American Speech Language and Hearing Association (ASHA) standards and the Education Specialist Credential: Deaf and Hard of Hearing credential program who used the Council for the Education of the Deaf (CED) standards.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Dean and Faculty of the Kremen School of Education and Human Development and the Commission Consultant. It was agreed that there would be a team of twenty two consisting of Co-Chairs for the visit, a Common Standards Cluster that would include four NCATE members and two COA members; a Basic and Specialist Credential Cluster of eight members; and a Services Credential Cluster of six members. The Dean and Consultant assigned each credential program to one of the program clusters. The Commission Consultant then selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and training in the use of the *Accreditation Framework* and experience in merged accreditation visits.

The COA Team Leader and the Chair of the NCATE Board of Examiners served as Co-Chairs of the visit. Each member of the COA/NCATE Common Standards Cluster examined primarily the University's responses to the NCATE Standards/Common Standards but also considered the Program Standards for each credential area. Members of the Basic and Specialist Cluster and the Services Cluster primarily evaluated the institution's responses to the Program Standards for their respective areas but also considered unit issues.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Saturday, March 11. On Saturday noon, the Team Leader and the COA members of the Common Standards Cluster and CCTC staff began their deliberations with

the NCATE team members. It included orientation to the accreditation procedures and organizational arrangements for both the COA and NCATE team members. The Common Standards Cluster began its examination of documents on the campus the rest of Saturday and on Sunday morning. The remainder of the team arrived on Sunday mid-day, March 12, with a meeting of the team followed by organizational meetings of the clusters. The institution sponsored a poster session and reception on Sunday evening to provide an orientation to the institution. This was followed by further meetings of the clusters to prepare for the activities of the next day.

On Monday and Tuesday, March 13 and 14, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. The institution arranged to transport members of the team to various local school sites used for collaborative activities. There was extensive consultation among the members of all clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday morning, the team Co-chairs met with institutional leadership for a mid-visit status report. This provided an opportunity to identify areas in which the team had concerns and for which additional information was being sought. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the NCATE/Common Standards findings also affected each of the Program Clusters.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the NCATE/Common Standards, the team made a decision of "Standard Met" or "Standard Not Met." The team had the option of deciding that some of the standards were "Met Minimally" with either Quantitative or Qualitative Concerns. The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns beyond the narrative supporting the findings on the standard.

For each separate program area, the team prepared a narrative report about the program standards pointing out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns not rising to the level of finding a standard less than fully met.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

The entire team met on Tuesday evening to review the findings and make decisions about the results of the visit. The team discussed each NCATE/Common Standard and decided that the six NCATE standards were fully met, with two areas for improvement identified for purposes of the NCATE report, the six NCATE standards were fully met for purposes of the COA report, that all elements of the CCTC Common Standards were addressed and met within the context of the NCATE report, and that all program standards were met for all program areas.

The team then made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Handbook*. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations," "Accreditation with Probationary Stipulations," or "Denial of Accreditation." After thorough discussion, the entire team voted to recommend the status of "**Accreditation.**" The recommendation for "Accreditation" was based on the unanimous agreement of the team and that the overall evidence clearly supported the accreditation recommendation. Following the decision, the team went on to complete the written accreditation report, which was reviewed by the team on Wednesday morning. A draft of the report was presented to the faculty late Wednesday morning.

ACCREDITATION TEAM REPORT

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING COMMITTEE ON ACCREDITATION ACCREDITATION TEAM REPORT

INSTITUTION: California State University, Fresno

DATES OF VISIT: March 11-15, 2006

**ACCREDITATION TEAM
RECOMMENDATION:** ACCREDITATION

RATIONALE:

The accreditation team conducted a thorough review of the Institutional Report, program documents, and supporting evidence. In addition, interviews were conducted with candidates in various stages of the programs, program completers who have been in the field for at least one year, faculty staff and administration of the university, employers of graduates, and advisory committee members. The team obtained sufficient and consistent information that led to a high degree of confidence in making judgments about the educator preparation programs offered by the institution.

The recommendation pertaining to the accreditation status of California State University, Fresno and all of its credential programs was determined based on the following:

NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilized the NCATE standards and format. The total team (NCATE and COA members) reviewed each element of the six NCATE standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with areas of improvement or concern.

PROGRAM STANDARDS: Team clusters for Basic credentials and Services credentials reviewed all data regarding those credential programs. Appropriate input was provided by other team members to each of the clusters. Following discussion of each program the total team, NCATE and COA members, considered whether the program standards were either met, met with concerns, or not met.

ACCREDITATION RECOMMENDATION: The decision to recommend Accreditation was based on team consensus that the six NCATE standards were met, with two identified areas for improvement for purposes of the NCATE report, that the six NCATE standards were met for purposes of the COA report, that all elements of the CCTC Common Standards were addressed

and met within the context of the NCATE report, and that all Program Standards were met for all program areas. This accomplishment was made in a period of time when a transition to newly designed programs, changes in college leadership, and budget reductions were occurring. During this period of time, faculty maintained their strong commitment to program excellence, diversity goals, student needs, and collaborative relationships with public schools and colleagues within the university. It is clear that the institution administration has been strongly supportive of faculty efforts and provided appropriate leadership to the college during this time of change.

ACCREDITATION TEAM

State Team Leader: **Randall Lindsey** (Team Co-Chair)
California Lutheran University

NCATE Team Leader **Ron Colbert**, (Team Co-Chair and
Common Standards Cluster Leader)
Fitchburg State College (MA)

Common Standards Cluster:

Nancy G Hallenback (NCATE Member)
Sioux Falls School District (SD)

David E. Todt (NCATE Member)
Shawnee Stat University (OH)

Gayle Fischer (NCATE Member)
Norman Public Schools (OK)

Constance V. Hines (NCATE Member)
University of South Florida

Yvonne Lux (CCTC/COA Member)
California Lutheran University

Mark Cary (CCTC/COA Member)
Davis Joint Unified School District

Basic and Specialist Credential Cluster:

Reyes Quezada, (Cluster Leader)
University of San Diego

Gloria Johnston
National University

Beth Bythrow
Los Angeles Unified School District

Glen Casey
California Polytechnic State University, San Luis Obispo

Maggie Payne
California State University, Chico

Nancy Burstein
California State University, Northridge

Nancy Tatum
California Department of Education

Janice Myck-Wayne
Los Angeles Unified School District

Services Credential Cluster:

Jo Birdsell, (Cluster Leader)
Point Loma Nazarene University

Marcel Soriano
California State University, Los Angeles

Linda Webster
University of the Pacific

Laverne Aguirre-Parmley
Alum Rock Unified School District (Retired)

Margaret Parker
California State University, Dominguez Hills

Claudia Bays
California State University, Sacramento (Retired)

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Course Materials
Information Booklets
Field Experience Notebooks

Schedule of Classes
Advisement Documents
Faculty Vitae
Follow-up Survey Results
Assessment Data
Exit Surveys
Candidate Work Samples
Portfolios

INTERVIEWS CONDUCTED

| | Team Leader | Common Stand. Cluster | Basic & Specialist Credential Cluster | Services Credential Cluster | TOTAL |
|---------------------------------|----------------|-----------------------------|--|-----------------------------------|--------------|
| Program Faculty | 8 | 48 | 74 | 55 | 185 |
| Institutional Administration | 14 | 2 | 18 | 12 | 46 |
| Candidates | 22 | 28 | 116 | 83 | 249 |
| Graduates | 5 | 36 | 38 | 79 | 158 |
| Employers of Graduates | 2 | 0 | 14 | 47 | 63 |
| Supervising Practitioners | 3 | 5 | 38 | 30 | 76 |
| Advisors | 6 | 0 | 10 | 15 | 31 |
| School Administrators | 7 | 0 | 20 | 36 | 63 |
| Credential Analyst | 1 | 3 | 7 | 1 | 12 |
| Tech Support | 3 | 9 | 0 | 0 | 12 |
| Advisory Committee | 15 | 36 | 15 | 50 | 116 |
| Program Coordinators | 2 | 16 | 4 | 0 | 22 |
| Total | | | | | 1033 |

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

NCATE STANDARDS/CCTC COMMON STANDARDS

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Level: Initial and Advanced

A. Content knowledge for teacher candidates

Initial Programs

The following initial programs are open to students seeking credentials: Multiple Subject (including Internship, BCLAD-Spanish/Hmong, Early Childhood emphasis), Single Subject (including Internship), and Special Education, Level I (mild/moderate, moderate/severe, Deaf/Hard of Hearing). The conceptual framework addresses the expectation that all candidates meet appropriate knowledge, skills and disposition criteria. For Multiple and Single Subject Programs, this expectation has been translated into practice by thirteen Teaching Performance Expectations (TPEs), which are California's version of the INTASC standards. The TPEs that relate specifically to content knowledge state that candidates will:

- demonstrate the ability to teach the state-adopted academic content standards for students in their subject area
- incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum
- plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.
- clearly communicate instructional objectives to students and ensure the active and equitable participation of all students

The California Basic Educational Skills Test (CBEST) is used to assess basic reading, writing, and math skills. All applicants must have a GPA of 2.67 and pass the CBEST prior to program admission. Therefore, 100% of candidates passed this assessment in 2004-05. Admission data for initial applicants (2004-05) are reported in Table 1.

Table 1.0 Admissions/Denials 2004-05

| Basic Credential Program Admits | Admits | Denied | Total | %Denied |
|---------------------------------|--------|--------|-------|---------|
| Single Subject | 181 | 26 | 207 | 13% |
| Multiple Subject | 382 | 37 | 419 | 9% |

| | | | | |
|------------------|-----|----|-----|-----|
| Basic Special Ed | 76 | 7 | 81 | 10% |
| Total | 639 | 65 | 707 | 10% |

The primary issues for denial are low GPA (29%), CBEST not passed (30%), and CSET not passed (50%).

Multiple Subject and Special Education candidates enrolled prior to July 1, 2004 demonstrate subject matter competency by completing the Liberal Studies major or by passing a subject matter examination. Candidates enrolled after July 1, 2004 must pass all three subtests of the California Subject Examination for Teachers (CSET), which consists of (1) reading, language, literature, history and science (2) science and mathematics, and (3) physical education, human development, and visual and performing arts. Results from 2003-04 aggregated scores on the CSET report a 100% pass rate in reading, language, history/social science, a 99% pass rate in science/math, and a 100% pass rate in PE, Human Development, Visual/Performing Arts. Pass rates for 2004-05 were 100% in all subject areas. Multiple Subject and Special Education candidates must also pass the Reading Instruction Competence Assessment (RICA) prior to being recommended for a credential. Data from aggregated RICA scores report pass rates of 98% for 2003-04 and 93% in 2004-05, indicating that candidates are well prepared in content knowledge.

Multiple Subject candidates demonstrate knowledge of the subject matter they plan to teach and can explain these concepts to students through completion of the Comprehensive Lesson Project (Social Studies), the Site Visitation Project (Language Arts), and the Holistic Proficiency Project (Math and Science), which relate directly to the TPEs. Aggregated scores from 2004-05 for these assessments regarding candidates' ability to make subject matter comprehensible are as follows: Comprehensive Lesson Project (87-96%), Site Visitation (100%), and Holistic Proficiency Project (99-100%), which suggest candidates have a comprehensive knowledge of content. Aggregated scores from 2004-05 on the Holistic Proficiency Project (87%) and Site Visitation Project (85%) regarding content knowledge for Single Subject candidates also reflected that program content competency was adequately met. Faculty from content methods courses reported a variety of other ways in which initial candidates must demonstrate subject matter competence, such as GPA (3.0), course grades in specific classes, class artifacts, standardized ratings, and observations during field experiences and internships.

Special education candidates demonstrate proficiency in content knowledge through the Evaluation and Needs Assessment by Administrators and Supervisors of Candidates (Level I). This is a survey which is scored on a Likert scale from 3 (well prepared) to 0 (no knowledge) related to the 27 core standards for Specialist Teaching Credentials (mild/mod-mod/severe). Strengths are indicated by a score of 2.75 or above. A summary of data results from 2003-05 indicate that selecting appropriate instructional goals, strategies, and techniques based on individual student needs is a strength for special education candidates. They are also well prepared in collaboratively developing Individual Educational Plans (IEPs) with parents and other service providers to include yearly goals and benchmark objectives that target the student's needs.

After program completion, initial candidates are expected to participate in a survey regarding the quality of their professional preparation. All programs within the CSU system use a similar survey form to acquire data from employers and graduates. These surveys cover components of content knowledge which include the candidates' preparation to teach reading/language arts, mathematics, and English; to plan instruction; to foster motivation; to manage instruction; to use technology; to use good teaching practice; to assess and reflect; to provide equity and diversity in education; and to teach English language learners. Results of these surveys show that 75% of employers and graduates indicate that the Multiple Subject program produces teachers who are somewhat to well prepared; 81% indicated that the Single Subject program produces teachers who are somewhat to well prepared; and 80% indicated that the Education Specialist program produces teachers that are somewhat to well prepared.

The California Commission on Teacher Credentialing (CCTC) assumes responsibility for program review and approval. While institutions are not required to submit NCATE Program Recognition Reports, some programs do choose to complete the process to be nationally reviewed. The Deaf Education Program is nationally accredited by the Council on Education of the Deaf (CED). The initial Early Childhood Program is recognized by the National Association for the Education of Young Children (NAEYC). These and all other programs at the initial level are approved by the CCTC.

Advanced Programs:

Advanced programs for teacher candidates at CSUF include Early Childhood Specialist, Reading Certificate, Reading/Language Arts Specialist, Special Education, Level II (Mild/Moderate; Moderate/Severe; Deaf and Hard of Hearing), and Agriculture Specialist. Candidates in advanced programs already have degrees in content areas and hold initial Multiple/Single Subject or Special Education, Level I credentials.

Each of these advanced programs includes additional coursework and field experiences in the area of specialization. Content knowledge of candidates is assessed through a combination of course grades, case studies, portfolios and other work samples, and fieldwork observation. Examination of documents indicates that program assessments—including rubrics for evaluating work samples, portfolios, case studies, and demonstration lessons—are aligned with content standards for each program area, as well as dispositions identified by the unit for all teacher candidates. Interviews with Program Coordinators, Faculty, Fieldwork Supervisors, candidates, graduates, and employers indicate that candidates and graduates in these programs clearly possess the content knowledge required by programs and essential to success in public school employment.

B. Content Knowledge for Other School Personnel

Initial Programs:

There are no programs for other school personnel at the initial level.

Advanced Programs:

Advanced programs for other school personnel include Master of Arts degrees in Education (Early Childhood; Reading; Special Education; Administration and Supervision; Curriculum and Instruction); Master of Arts in Teaching; Master of Science degrees in School Psychology and Clinical Rehabilitation; Master of Social Work degree; and Doctor of Education (Ed.D) in Educational Leadership. In addition, advanced credentials are offered in Pupil Personnel Services (School Counseling; School Psychology; Social Work/Child Welfare Attendance); Clinical Rehabilitation (Language Speech, and Hearing); Education Administration (Preliminary; Professional Clear); and School Nursing. Several of the above programs are approved by national accrediting agencies. These include the Early Childhood Specialist and Masters in Education, Early Childhood Option, which are approved by NAEYC; Pupil Personnel Services program in School Psychology is approved by NASP; and the Clinical Rehabilitation program in Language, Speech, and Hearing is approved by ASHA.

Each of these advance degree or credential programs has clearly-defined criteria for program entry. All advanced degree or credential program candidates must meet unit requirements for admission into graduate programs. Additional entry criteria vary from program to program and may include possession of a baccalaureate degree in the particular area of focus, a basic teaching credential and/or preliminary credential in a program area, and/or years of service in a particular role or position.

Content knowledge at the advanced program level is assessed through grades in required courses, case studies, portfolios and other work samples, candidate journals, and fieldwork observations, exit interviews, and/or theses (for advanced degree candidates). Interviews with Program Coordinators, Faculty, Fieldwork Supervisors, candidates, graduates, and employers indicate that candidates and graduates in these programs clearly possess the content knowledge required by programs and essential to success in public school employment. In addition, candidates in the Communicative Disorders and Deaf Studies program must take Praxis II. Pass rates in 2002-03 and 2003-04 were 100%.

Assessments of candidate performance in the online Masters of Arts in Teaching are embedded in program coursework, including school-based mini-studies, inquiry-oriented papers, discussion forums and threads, critically-oriented responses to peer postings, TappedIn and blog postings, quizzes and exams. Since the program began in fall, 2005, MAT faculty have reported that student work in the online environment is equal to or superior to the work of graduate students in their more conventional, on-campus classes. Because the MAT program is so new, there is no formal data on candidate competencies, and it will not be referenced in succeeding sections of the Standard 1 response.

C. Pedagogical Content Knowledge for Teacher Candidates

Initial Programs:

The Conceptual Framework states that the professional education unit at California State University, Fresno will “prepare educational professionals who have a command of pedagogy and continuously strive to improve their practice”. Pedagogical knowledge criteria is also noted in the *California Standards for the Teaching Profession (CSTP)*, which are benchmarks of competence for professional teaching practice and are embed the NCATE standards. Translating this into practice expectations for candidates includes the ability to:

- teach the state-adopted academic content standards for students in their subject areas
- incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum
- plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students
- improve their practice by receiving feedback through engaging in planning, teaching, reflection, discerning problems, and applying new strategies.

These TPEs are assessed for Multiple Subject Candidates in the Comprehensive Lesson Project and for both Multiple and Single Subject candidates in the Site Visitation Project and Teaching Sample Project. Percent of students meeting expectations as reported from Fall 2004 and Spring 2005 on the Comprehensive Lesson Project (83%, 97%), Site Visitation Project (95%, 97%) and Teaching Sample Project (84%, 96%) reveal that candidates are able to facilitate student learning of the subject matter by planning instruction and presenting content in a meaningful way. Special education candidates demonstrate strengths in planning, adapting, and providing effective instruction that meets the needs of diverse learners across a variety of settings, as reported by the Evaluation and Needs Assessment by Administrators and Supervisors of Candidates (Level I), 2003-05. Faculty and candidate interviews verified that initial candidates’ pedagogical knowledge is also demonstrated in work samples, grades from coursework assignments and presentations, and observations in the field.

The conceptual framework includes a commitment to enhance the utilization of technology within the unit in order to enrich the learning environment for students. In order to fulfill this commitment, the unit has been instrumental in writing and implementing a grant from the U. S. Department of Education entitled *Preparing Tomorrow’s Teachers to Use Technology*. Interviews with candidates and faculty report that technology is integrated into coursework through presentations and interactive websites and that Blackboard is used for course management. Faculty and candidates alike corroborated the use of TaskStream, an online portfolio system, to complete performance assessments related to TPEs. In January 2006 a report generated from surveys of program graduates and employees disclosed problems regarding candidates’ preparation to use technology. Thus, additional assignments and a course (C1175, *Science Instruction and Applied Technology*) have been added to the Multiple Subject program.

From interviews, Multiple and Single Subject faculty and candidates agree that pedagogical content knowledge is demonstrated in the classroom and in field experiences through portfolios, case studies, unit projects, videos, classroom demonstrations, technology, and student engagement. Seventy-five percent of graduates rated the overall effectiveness of their professional coursework (K-12) from “I was well prepared” to “somewhat prepared” and 81% reported the quality of field experiences within this range. The preparation of candidates to use technology is also assessed by graduates and employers in exit evaluations, and 73% of those surveyed found this area to be in the range of somewhat to well-prepared.

Advanced Programs:

Candidates in advanced programs are required to complete coursework that requires them to demonstrate competency in instructional and assessment strategies at an advanced level. In the Reading/Language Arts Specialist credential, for example, candidates are required to demonstrate effective instructional practices and intervention strategies for English Learners and English speakers—as well as the research and theory bases for these; the ability to effectively teach students from a variety of ethnic, cultural, linguistic, and socio-economic groups; and the ability to effectively assess a broad range of learning needs in English/language arts and to provide appropriate instructional interventions to address these needs. Required coursework includes specific tasks that assess candidates’ competence in these areas. In addition, all advanced programs require that candidates complete supervised fieldwork that includes numerous opportunities for candidates to assess their own learning and for site and university supervisors to assess candidates’ overall competence in pedagogical content knowledge. An examination of candidate work samples, portfolios and fieldwork assessments indicates close alignment with content and performance standards for each program. Interviews with candidates, fieldwork supervisors, graduates, and employers provide strong, consistent evidence that candidates emerge from CSUF advanced credential programs with a sophisticated understanding how to assess student needs and provide appropriate instructional interventions.

D. Professional and Pedagogical Knowledge and Skills for Teachers

Initial Programs:

The TPEs that relate specifically to candidate competencies in professional and pedagogical knowledge include their ability to:

- demonstrate appropriate professional practices that are most commonly used and needed for students in each major phase of schooling
- demonstrate they know and can apply pedagogical theories, principles, and instructional practices for English learners
- draw upon an understanding of patterns of child and adolescent development to understand and assess their students’ language abilities, content knowledge, and skills to maximize learning for all students
- allocate instructional time to maximize student achievement
- promote student effort and engagement and create a positive climate for learning.
- take responsibility for student learning outcomes and understand and honor all laws regarding professional misconduct and moral fitness.

Percent of students meeting expectations in 2004-05 from the Holistic Proficiency Project regarding student engagement (98%), teaching English learners (98%), learning about students (96%), instructional time (96%), and professional, legal, ethical obligations (92%) are evidence that initial candidates are well prepared to apply their professional and pedagogical knowledge and skills to facilitate student learning. Similarly, aggregated scores from the Site Visitation Project regarding developmentally appropriate practices (92%), social environment (97%), and professional growth (92%) indicate that candidates have an ability to consider both prior experience of students and environmental contexts to develop meaningful learning experiences. Special education candidates demonstrated strengths in maintaining appropriate classroom management with positive behavioral support plans and being proactive and respectful, as reported (2003-05) by the Evaluation and Needs Assessment by Administrators and Supervisors of Candidates (Level I). Professional and pedagogical knowledge and skills are also developed and assessed through prerequisites for entry into the program, courses in developmental psychology and educational psychology, and the use of research in teaching. Knowledge of research in one's field is an item addressed on the unit's exit survey, and one that 92% of initial candidates scored adequate/excellent in 2004-05.

From results of exit surveys 83% of graduates and employers found initial candidates to be somewhat to well prepared for teaching English language learners and 78% for motivating pupils. Interviews with candidates, graduates, cooperating teachers, and school superintendents suggested that candidates are well versed in pedagogical knowledge and skills.

Advanced Programs:

California State University, Fresno serves a highly-diverse student population, and advanced programs for teachers are continually seeking the most effective ways to prepare candidates to succeed in working with a wide range of learners. Course syllabi, interviews with program coordinators and faculty, and minutes of Advisory Councils provide many examples of how program courses, activities, and assessments have been changed over time in response to the needs of the San Joaquin Valley student population. Candidate competence is assessed through coursework assignments, student reflection journals, portfolios and other work samples, and fieldwork assignments and evaluations. Interviews with university and site fieldwork supervisors, program graduates and employers indicate that candidates completing advanced programs have a deep understanding of how to effectively address the learning needs of a diverse student population and have mastered essential skills in each program area.

E. Professional Knowledge and Skills for Other School Personnel

Initial Programs:

There are no programs for other school personnel at the initial level.

Advanced Programs:

Each advanced program includes particular "decision points" at which candidates must demonstrate specific knowledge, skills, or experience in order to move from one stage of preparation to another. For example, to complete the Pupil Personnel Services Credential in

School Counseling, candidates must successfully complete two pre-requisite courses, a set of “Phase 1” courses focusing on aspects of the counseling profession, a set of “Phase 2” courses specializing in school counseling, and a pair of field placements, one at the elementary school level and a second at the middle/secondary school level. Grades in required coursework, completion of practica, and evaluations by a University Supervisor determine a candidate’s readiness to advance from one stage of the program to the next. Similarly, students in the Joint Doctoral Program in Educational Leadership must complete core classes, pass a qualifying exam, be approved for advancement to candidacy by both UC Davis and CSUF, prepare a dissertation, and complete the final defense of dissertation—while maintaining a minimum 3.0 GPA throughout the program. Again, program faculty assess candidate competence in professional knowledge, skills, and dispositions at each stage, and students must clearly demonstrate competencies before moving ahead in the program. Advanced programs for other school personnel also require that candidates successfully complete a writing assessment.

Just as program documents provide clear criteria for advancing from one stage of a program to another, they also provide criteria for program completion. Candidate theses, portfolios, work samples, and course grades—as well as interviews with program graduates and employers—provide ample evidence that students are required to demonstrate professional knowledge and skills in a variety of ways and that their competency is assessed using multiple measures. Those who successfully complete advanced programs at CSUF clearly possess the professional knowledge and skills needed to be effective members of school support teams.

F. Dispositions of All Candidates

The unit fosters the development of professional dispositions among candidates, which are reflected in their work with students and their families and with the community:

- Candidates reflect on their professional practice
- Candidates analyze situational contexts, resulting in more informed decision-making.
- Candidates learn to make well-reasoned ethical judgments.
- Candidates are able to work effectively with diverse populations and recognize the importance of valuing cultural, linguistic, cognitive and physiological diversity.
- Candidates learn and practice the skills of collaboration in their classes and in their fieldwork.
- Candidates demonstrate a commitment to life-long learning.

During the final student teaching, candidates complete and are scored on two projects, the Holistic Proficiency Project and the Teaching Sample Project. Both projects address the degree to which the Teaching Performance Expectations reflect dispositions determined necessary by the unit’s conceptual framework, which are reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning.

The Holistic Proficiency Project addresses all dispositions except for life-long learning and the Teaching Sample Project addresses all but collaboration. Data were collected in Fall 2004 and

Spring 2005 from the Holistic Proficiency Project and the TSP for both Multiple and Single Subject candidates. Single Subject data from Fall 2004 indicate that 92% met expectations on the Holistic Proficiency Project. This data for Multiple Subject candidates is slightly higher, at 97%. Scores for the Single Subject candidates (97%) on the Teaching Sample Project suggest similar conclusions. Multiple Subject candidates' expected performance on the Teaching Sample Project was substantially lower (85%) but still above the minimum level for meeting expectations. Spring 2005 data was scored on a different scale, which makes comparing results from fall to spring problematic. However, none of the Multiple or Single Subject candidates fell below the required TPE level on the Holistic Proficiency Project or the Teaching Sample Project. The overall data suggest that the majority of Multiple and Single Subject candidates have the dispositions necessary to be effective in the classroom.

Special education candidates demonstrated positive dispositions as reported by data summarized (2003-05) on the Evaluation and Needs Assessment by Administrators and Supervisors of Candidates (Level I). Specifically, initial special education candidates exhibited professional conduct through open discussions of ideas, reflections on own practices, utilization of research based information, and consideration of professional advice.

Seventy-eight percent of graduates and employers surveyed found candidates to be somewhat to well prepared for working with diverse learners. Interviews with faculty, candidates, and recent graduates indicate that initial candidates are familiar with the dispositions expected of professionals, and their work with students and families reflects the dispositions outlined in the unit's conceptual framework.

Many of the candidates in advanced programs are themselves graduates of CSUF and bring to their studies a clear understanding of the needs of San Joaquin Valley students and of the unit's commitment to providing educational leadership in the region. Most candidates entering the advanced programs have a "working knowledge" of the unit dispositions as a result of having experienced them in prior programs. Even though this is the case, each advanced program—whether within the Kremen School of Education or outside—places strong emphasis on the six dispositions and embeds them within program course- and fieldwork. The roles that many advanced program candidates play in their own jobs and that they take on as they proceed through the programs require that they collaborate, think critically, reflect, value diversity, behave in an ethical and professional manner, and remain committed to continued learning. In many ways, the dispositions are at the heart of advanced programs in the unit because they represent a belief system that permeates the programs. An examination of the course- and fieldwork assessments, as well as interviews with program faculty, candidates, graduates, and employers, provide clear evidence that candidates in all advanced programs have internalized the dispositions by the time they graduate.

G. Student Learning for Teacher Candidates

Initial Programs:

Initial program candidates demonstrate their ability to assess student learning, use assessment in instruction, and develop meaningful learning experiences to help students learn through the following TPEs:

- Candidates use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students
- Candidates understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction

These expectations are assessed for 2004-05 in the Site Visitation Project, the Holistic Proficiency Project and the assessment plan of the Teaching Sample Project. Data from the Site Visitation Project regarding monitoring student learning for Multiple and Single Subject candidates reports a range of 94-100% of candidates met the required expectations. Similar data was evidenced in the Holistic Proficiency Project and the Teaching Sample Project, with candidates meeting expectations in the interpretation and use of assessment (85%), monitoring student learning (84%), and developing an assessment plan (97%). Special education candidates demonstrated strengths in this area as reported by data summarized (2003-05) from the Evaluation and Needs Assessment by Administrators and Supervisors of Candidates (Level I) through their communication of assessment information to parents and appropriate service providers and by making instructional decisions that reflect both student needs and core curricula.

Interviews with candidates, graduates, cooperating teachers and school administrators confirmed that initial candidates are well prepared to develop and use assessments in the classroom. Candidates commented on how they used student assessment to reflect on their own practice. Recent graduates reported in interviews that developing rubrics and using student assessment to guide instruction was an area they felt very comfortable with after graduation. Faculty and cooperating teachers reported that candidates demonstrate this standard through case studies, action research, and by evaluating student work samples to develop meaningful learning experiences. Results from exit surveys completed by graduates and employers report 80% of initial candidates to be somewhat to well prepared in their ability to assess and reflect.

Advanced Programs:

As mentioned in the response to section B above, teacher candidates in advanced programs demonstrate a strong grounding in assessing student learning, using assessment to guide instruction, and developing meaningful learning experiences for students. Because of the specialized training and experience candidates gain in advanced credential programs, they are able to serve as instructional leaders at school sites and to assist other teachers in differentiating instruction, adapting curriculum, and providing accommodations for students with diverse needs. That candidates demonstrate competence in supporting student learning is evident from work samples, portfolios, fieldwork evaluations, action research results, and interviews with program faculty, graduate, and employers.

H. Student Learning for Other School Personnel

Initial Programs:

There are no other school personnel at the initial level.

Advanced Programs:

Candidates in advanced programs for other school personnel are required to complete coursework that relates their fields of specialization to the school setting. For example, School Nursing candidates take courses in Health Appraisal for School Nurses and Teaching Strategies for the Health Care Client; candidates working toward School Psychologist credentials take courses in Multicultural Counseling and Laws Relating to Children, as well as a seminar in Counseling Parents of Exceptional Children and their Families. In addition, each advanced credential program for other school personnel requires that candidates complete extensive fieldwork in school placements prior to program completion. Whether the candidate will ultimately work in a role that directly supports student learning or not, every program focuses on issues of student welfare and learning and on the essential role that collaboration plays in providing effective learning environments for students. Likewise, candidates for advanced degrees complete required coursework and undertake research on school issues related to school effectiveness and student learning. Examination of document such as syllabi, fieldwork assessments, and theses and interviews with program faculty, graduates, and employers indicate that candidates completing advanced programs have demonstrated competence in addressing any student learning issues that relate to their particular areas of specialization.

Overall Assessment of Standard

Assessment data provided by the unit through entry, program transition points and credential awards, and through follow-up surveys and employment surveys, indicate that candidates possess the requisite content and pedagogical knowledge, skills, and dispositions to meet state requirements and unit expectations. Faculty members and unit staff clearly described their expectations for basic and advanced credential candidates. Candidates and graduates confirmed that they learned much from their respective preparation programs, and employers affirmed the strength of the unit's graduates in a wide variety of school roles.

NCATE Recommendation: Standard Met

Areas for Improvement: None

State Team Decision: Standard Met

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Level: Initial and Advanced

A. Assessment System

Since the 2000 NCATE visit, the unit has made a commitment to increased use of data-driven decision making and an increased emphasis on performance based assessments. The assessment plan has been revisited and refined and has evolved into a unit assessment system, with support from faculty and coordinators, program advisory boards, K-12 master teachers and clinical supervisors and the KSOEDH Dean's Advisory Board. These varied constituent groups and program faculty have examined the results of graduate and employer surveys, refined individual program assessments, developed and implemented the Renaissance Partnership for Improving Teacher Quality Work Sample Methodology and have sought programmatic and unit wide consistency. The initial program multiple and single subject teacher performance assessments have been developed and require continued refinement. Advanced programs have developed a Student Outcomes Assessment Plan (SOAP) containing performance objectives, assessment activities, and assessment timelines and is beginning to implement. The SOAP initiative is a university wide assessment plan. The unit Assessment Plan began development in 1999 and the system was submitted, reviewed and approved spring 2004.

As an outcome of this preliminary work, the Dean created a Teacher Education Assessment Committee (TEAC). This committee monitors and refines (1) assessment instruments and accompanying rubrics; (2) the implementation and revision of candidate, faculty and scorer training; (3) the coordination of technology input and storage systems and (4) the monitoring and dissemination of program reports. Committee leadership has two Assessment Coordinators. One staff member coordinates the work of the committee and the other serves as a data analyst. P-12 education faculty and arts and science faculty continue to be involved in the implementation, evaluation, and refinement of the assessment system through programmatic and unit wide advisory boards.

The university has a system in place to collect and store student performance data systematically across the varied colleges. All programs within the KSOEHD are part of the university's People Soft Common Management System (CMS). A KSOEHD data technician in Student Services maintains this candidate database. Current admissions data is available on the KSOEDH server and information on program applicants and status is readily available. The unit also utilizes locally created data bases to report trend analysis data at the four NCATE transition points. In addition, the unit utilizes Task Stream, an assessment software for submission, scoring and analysis of candidate, unit, and programmatic performance assessments. Task Stream allows the unit to generate various measures of reliability on the performance assessments. An additional resource for the KSOEHD is the California State University System Chancellor's Office Annual graduate and employer surveys. Data from these surveys are analyzed and distributed to each

campus. These surveys are completed on line by graduates and employers. KSOEHD heavily utilizes this data in decision-making.

Faculty and constituents of all programs offered through the KSOEHD and the other colleges in the preparation of single subject teacher candidates are continuously examining each aspect in order to assure the health of the assessment system. The College of Science and Mathematics, College of Health and Human Services, College of Agricultural Sciences and Technology have participated in coordination meetings to assure that mandated transition points for the implementation of assessments systematically occurs.

The KSOEDH assessment system is designed to monitor unit operations and unit programs. Unit operations are assessed through formal and informal surveys, advising, career placement, and grievance procedures. Candidate proficiencies are assessed through performance assessments “uniquely” designed for the initial teacher preparation, continuing teacher preparation and other school personnel areas.

Based on evidence provided, the assessment system reflects candidate proficiencies: California State Teaching Performance Expectations (Standards). The team found that the assessment system is monitoring the progress of candidates at each transition point to evaluate and improve their performance and is being used to enhance the unit programs. The unit assessment system includes multiple types of information on applicant qualifications; on candidate performance data related to the knowledge, skills and dispositions established by each program; and on results of surveys of exiting candidates, graduates and employers.

The performance-based components of the assessment system are organized around four decision points for all for initial and advanced programs. These include,

Table 2.1 Decision Points for Initial and Advanced Education Programs

| Initial | Advanced |
|--|--|
| Decision Point 1 Program Admission | Decision Point 1 Program Admission |
| Decision Point 2 Clearance for Student Teaching | Decision Point 2 Entry to Clinical Practice/Advancement of Candidacy |
| Decision Point 3 Exit from Final Student Teaching/Program Completion | Decision Point 3 Exit from Clinical Practice/ Advancement to Candidacy |
| Decision Point 4 Recommend for Credential | Decision Point 4 Program Completion/ Recommend for Credential |

All unit programs have programmatic assessments to measure and monitor candidate performance. These programmatic assessments are made at multiple points before program completion. These program assessments and criteria or tools are aligned with the unit’s conceptual framework, California Commission on Teacher Credentialing standards (CCTC) and

the California State University System (CSU) Chancellor's Office. Initial candidates are assessed using varied tools at each decision point. The advanced programs share similar decision points. If a program leads to a credential, the decision points are aligned with California Commission on Teacher Credentialing standards (CCTC) and to legislative requirements in the California State University System (CSU) Chancellor's Office. Advanced programs like the Master of Arts in Teaching and the Doctoral Degree have curriculum maps that are aligned with the current knowledge base of each discipline and, although are not required, do have alignment with the spirit of CCTC standards.

The School Psychology, Early Childhood and Speech and Language Programs are additionally aligned with the specialized association assessments. The National Association of School Psychologist (NASP) has given national recognition and NASP approval until 2010. The National Association for the Education of Young Children (NAEYC) has recognized with conditions the advanced Early Childhood Specialist program. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has recognized the Family Counseling/ Therapy Program. The Council on Education of the Deaf has approved the programs in the Department of Communicative Disorders and Deaf Studies.

The applicant qualifications to the KSOEHD initial and advanced programs are specific and adhere to CCTC, CSU and NCATE requirements. Candidates who meet the entrance requirements are admitted to the program. Candidate's transition through varied programmatic courses and field experiences that are aligned to the assessment system decision points demonstrating performance. The key performance assessments measure basic skills, subject matter competency and dispositions. These proficiencies are evaluated using scoring guides.

Additional qualitative and quantitative data collection from interviews, letters of recommendation and surveys are included in the varied decision points. The Admissions Technician (initial teacher preparation), Graduate Technician (advanced programs in the KSOEDH), or Program Coordinator (programs housed outside the KSOEDH) verify that candidates are successfully meeting the requirements and are clear to continue in the programs. Interviews with faculty members, administrators, and candidates, and a review of candidate records confirmed that the assessment measures are used to determine admission, continuation in, and completion of the programs.

Data technicians and advising center staff monitors the progress of candidates at various decisions points and sends this information to program faculty and department heads. Advisors and program faculty work with candidates in addressing challenges that interfere with retention in the program.

In cases where an applicant or teacher candidate does not meet one of the assessment system's criteria, a candidate may submit a request for "special consideration." Each request is reviewed by an Admissions and Standards Committee.

Samples of recent requests include low GPA, failure to pass CBEST or CSET examinations, or a field experience disposition.

Table 2.2. Assessment System Decision Points: Initial Teacher Preparation

| Program | Decision Point 1 Program Admission | Decision Point 2 Clearance for Final Student Teaching | Decision Point 3 Exit from Final Student Teaching/Program Completion | Decision Point 4 Recommend for Credential |
|---------------------------|--|---|---|---|
| Multiple Subject | 2.67 GPA Basic Skills - Reading & Writing (CBEST) Subject Matter Competency (CSET) Interviews Letters of recommendation Health Clearance Live Scan Clearance | 3.0 GPA, completion of Phase 1 & 2 coursework Successful completion, Phase 1 and 2 fieldwork Comprehensive Lesson Project (Phase 1) Site Visitation (Phase 2) Subject Matter Competency (Blended Students) Basic Skills (CBEST) Math | 3.0 GPA, completion of Phase 3 coursework Successful completion of final student teaching Holistic Proficiency Teaching Sample Project Child and Family Assessment & Preschool Teaching Unit (ECE only) | Pass Reading Instruction Competency Assessment (RICA) Complete all program requirements Complete credential application Complete exit survey |
| Single Subject | 2.67 GPA Basic Skills - Reading & Writing (CBEST) Interviews Letters of recommendation Health Clearance Live Scan Clearance | 3.0 GPA, completion of all coursework required for admission to final student teaching Site Visitation Project Holistic Proficiency Subject Matter competency Basic Skills (CBEST) Math | 3.0 GPA, completion of all required coursework Successful completion of final student teaching Holistic Proficiency Teaching Sample Project | Complete all program requirements Complete credential application Complete exit survey |
| Special Education Level 1 | 2.67 GPA Basic Skills - Reading & Writing (CBEST) Subject Matter Competency (CSET) Interviews | 3.0 GPA, completion of all Level I coursework Subject Matter Competency (Blended Students) Basic Skills (CBEST) Math | 3.0 GPA Successful completion of SPED Practicum, all required coursework | Pass Reading Instruction Competency Assessment (RICA) Complete all program requirements Complete credential application Complete exit survey |

Table 2.3. Unit Assessment System Decision Points: Advanced Credentials and Degrees

| | Decision Point 1 Program Admission | Decision Point 2 Entry To Clinical Practice/ Classified Standing | Decision Point 3 Exit from Clinical Practice/ Advancement to Candidacy | Decision Point 4 Program Completion/ Recommend for Degree or Credential |
|---|--|---|---|--|
| Special Education Level 2/MA | 3.0 GPA Successful completion, Level I GRE taken | Successful completion of courses Statistics (ERA 153) | Graduate Writing Requirement Level II Portfolio | Successful completion of all courses Project, thesis |
| Early Childhood Specialist/MA | 450 min. -GRE 2.75 GPA Teaching Credential ECE MT permit or coursework | Criteria for Field Experiences in capstone field course (LEE254) | Graduate Writing requirement | Project, thesis, research paper |
| Reading Specialist/MA | MAT or GRE 2.75 GPA Teaching Credential (for specialist credential) Completion of Reading Courses LEE173 and 177 or their equivalent | Writing Theory & Research Competency assessed in LEE 278 with a rubric | Criteria for Field Experiences in capstone field course (LEE 254) | Project/thesis, Criteria |
| MA in Education, Curriculum and Instruction MA Teaching | MAT or GRE 2.75 GPA Letters of recommendation | Graduate Writing requirement | | Project, thesis, research paper |

| | Decision Point 1 Program Admission | Decision Point 2 Entry To Clinical Practice/ Classified Standing | Decision Point 3 Exit from Clinical Practice/ Advancement to Candidacy | Decision Point 4 Program Completion/ Recommend for Degree or Credential |
|------------------------------------|--|--|--|--|
| Agriculture Specialist | 2.67 GPA Basic Skills – Reading & Writing (CBEST) Interview Successful completion of coursework or CSET for agriculture | CBEST All; Verification of 3,000 hours of occupational experience in agriculture | 3.0 GPA | 3.0 GPA, completion of all required coursework Successful completion of final student teaching Holistic Proficiency Teaching Sample Project |
| Preliminary Ed Administration | GRE or MAT Writing sample (philosophy statement) Letters of recommendation | | Graduate Writing Requirement (EAD 261 and EAD 262) Completion of 9 units with GPA of 3.00 or better | Successful completion of all course and fieldwork Project Portfolio Assessment (in progress) |
| Professional Ed Administration/ MA | Completed Preliminary Education Administration Credential | | | Successful completion of coursework and fieldwork |
| PPS School Counseling | GRE/MAT scores Min. 2.75 GPA, last 60 units Prerequisite courses Statement of Purpose Letters of recommendation Interview Basic Skills – Reading, | Successful completion, Coun 200 Counseling Techniques Classified Standing before taking Coun 208, Practicum in Counseling | Graduate Writing Requirement B or above for Coun 208 Practicum in Counseling | 3.0 GPA Project/thesis/comprehensive examination Successful completion, 600 hours of field placement and all course work Masters Degree Clearance |

| | Decision Point 1 Program Admission | Decision Point 2 Entry To Clinical Practice/ Classified Standing | Decision Point 3 Exit from Clinical Practice/ Advancement to Candidacy | Decision Point 4 Program Completion/ Recommend for Degree or Credential |
|----------------------------------|--|---|---|---|
| | Writing & Math (CBEST) | | | |
| PPS School Psychology/MS | 3.0 GPA GRE Essays Letters of recommendation of | 3.0 GPA Successful completion of 2 yrs coursework and practicum | Praxis II Exam Portfolio | 3.0 GPA Successful completion of coursework & internship Portfolio; Thesis |
| PPS School Social Work/MSW | GPA Statement of Professional Readiness GRE Letters of Reference | GPA 3.0 Successful completion 1 st year program courses, including 1 st year internship | Successful completion 600 hrs. school-based field internship Successful completion 2 nd year program courses | GPA 3.0 Successful completion MSW & PPS coursework Master's degree clearance |
| School Nurse | BA Nursing 2.5 GPA overall; 3.0 in undergrad Nursing CA Registered Nurse License Public Health Nurse Certificate | Community Health Coursework prerequisite, including didactic and field experience. | Successful completion 240 hrs. of school-based practicum. Successful fulfillment of required competencies. | 3.0 GPA, completion of all required coursework, Completion of required clinical coursework and successful completion of required competencies. |

| | Decision Point 1 Program Admission | Decision Point 2 Entry To Clinical Practice/ Classified Standing | Decision Point 3 Exit from Clinical Practice/ Advancement to Candidacy | Decision Point 4 Program Completion/ Recommend for Degree or Credential |
|---|--|---|---|--|
| Deaf Education, Speech Pathology | 3.0 GPA | Recommendation of faculty | Successful completion of Practicum Final exams Comprehensive exams, project or thesis (master's) | |
| Joint Doctoral Program in Educational Leadership | Average Scores (past 5 years) of admitted applicants: MAT score: 53.64 GRE score: 1065.12 Average GPA upon admission (last 60 units): 3.70. | Core Review: Review of Student Progress after completion of Core classes (24 units). | Pass Qualifying Exam Approval of Advancement to Candidacy by both UC Davis and Fresno State | Final Defense of the Dissertation and maintenance of 3.0 GPA. |

Within the unit system, each educator preparation program systematically assesses candidates' proficiencies at decision points using tools aligned with CCTC requirements. The CCTC requires candidate assessments be aligned to the California Standards for the Teaching Profession (CSTP). In the multiple subject (elementary) and single subject (secondary) there are thirteen Teaching and Performance Expectations (TPEs). The TPEs describe what teachers should know and be able to do and are aligned with the K–12 California Student Content Standards. KSOEDH programs have created performance assessments to measure competence for professional teaching practice that are aligned to the California TPEs. These broad, required assessments (sometimes referred to as TPAs) include demonstrated competence in *Making Subject Matter Comprehensible to Students*; *Assessing Student Learning*; *Engaging and Supporting Students in Learning*; *Planning Instruction and Designing Learning Experiences for Students*; *Creating and Maintaining Effective Environments for Student Learning*, and *Developing as a Professional Educator*.

The single subject and multiple-subject programs require that candidate performances on all TPE key assessments be evaluated at least twice and through two different performance modes (for example, observation, written work, projects). Each TPE assessment has a well-developed scoring guide, consistently used by all faculty.

In addition to the varied program TPE's, the unit has selected common key performance assessments for the multiple-subject and single subject programs to systematically assess all teacher candidates' knowledge and skills across programs and disciplines. These key assessments include the *Comprehensive Lesson Project*, *Site Visitation Project*, *Holistic Proficiency Project* and *Teaching Sample Project*. The unit is using data from these common key assessments as predictors of candidate success. The comprehensive key assessments take place in the fieldwork environment. There is an established timeline for teacher candidates, university supervisors and master teachers to submit and review assessments. The unit has been in the process of moving from a paper to an electronic system (TaskStream) for reviewing, scoring and storing the results of the TPEs and these critical four assessments. All single subject candidate programs have fully implemented Task Stream and multiple subjects programs began implementation fall 2005. Interviews with candidates in both programs indicate a successful transition to the use of this informational technology system.

The continuing teacher preparation Reading Specialist program and the other school personnel programs including, School Counseling, Speech Pathology, School Social Work, Education Administration, School Nurse, and School Psychology have created performance assessments of candidate performance based upon the adopted California Standards of Program Quality and Effectiveness. The Early Childhood Specialist and the Agricultural Specialist programs are aligned with adopted California Guidelines as revised in 1985 and have created performance expectations and assessments. These performance assessments are embedded in programs and are not as distinct as the single subject and multiple subject programs.

The unit has made efforts to assure fairness, accuracy and consistency with the four common unit assessments at the single subject and multiple subject programs. For example, the university faculty and the candidate's K-12 master teachers score the *Site Visitation* and *Holistic Proficiency Projects*. Supervisors and master teachers are familiarized with the assessment

prompts and scoring guides each semester. Trained scorers evaluate the *Comprehensive Lesson* and *Teaching Sample Projects*. The unit has utilized annotated exemplars for calibration. Conversations with faculty reveal that this defined structure of the key assessments at this time in the program provide opportunities for candidates to practice the process skills necessary for successful completion of the assessments.

Unit teacher candidates in all areas complete a mandated teacher work sample, based on the Renaissance Teacher Work Sample. This measures the ability of a candidate to design and implement a unit of study that is responsive to the school/community context and to the needs of the different learners in the class and to demonstrate pre and post assessment of the learning of the students. The Teaching Sample Project is the culminating assessment that is aligned to provide data for 1) pedagogical content knowledge, and 2) professional and pedagogical knowledge and skills, and 3) impact on P-12 student learning.

Unit assessment of dispositions varies. The unit programs assess candidate dispositions differently based upon the program. Each unit program includes dispositions in portions of a specific assessment task. The performance task is either aligned to CTC TPEs (multiple-subject and single subject) or CTC Competencies (continuing and advanced programs). It was reported that programs have been examining and refining disposition measures to improve credibility. Numerous unit retreats and meetings of faculty and constituents to discuss dispositions, indicators of dispositions and assessment of dispositions are on-going. In the spring 2006, a Teacher Disposition Index will be incorporated into the unit system. The assessment of dispositions to reflect and monitor the unit's conceptual framework is evidenced. Data in disposition performances is not fully aggregated by program.

KSOEHD use varied survey evaluations to manage and improve programs and unit operations. Five survey instruments are developed and implemented. The types of surveys are listed below:

1. The California State University System Office Annual Survey of Teacher Preparation Graduate and Employer Survey
2. Client Satisfaction Survey
3. Advising Survey

The unit implements an Exit Survey consisting of generic questions designed to measure aspects of all programs. The California State University System Office Annual Survey of Teacher Preparation is an adequacy survey that is an instrument of open-ended and multiple-choice questions that is sent to teaching graduates and employment supervisors. The CSU System wide Survey measures candidate effectiveness in pedagogical and professional content knowledge collectively and individually within the state. The programs that are not part of the CSU System wide evaluation have created their own graduate and employer surveys and these were available. A Student Client Satisfaction Survey is available to candidates. This survey is available in the Dean's Office and provides opportunities for candidates to make comments to appropriate personnel and receive a response, if requested. The Education Student Services Center annually surveys candidates regarding the effectiveness of advising. Interviews indicate that the survey instruments are regularly administered, data is compiled and the Dean with faculty and staff respond to the results.

Faculty and candidates reported that coaching, mentoring and career advice is provided for candidates when issues arise to help them make informed choices in their education. Advising of candidates takes place in an admissions system advising center for initial and advanced programs. Faculty and program coordinators also provide career and professional support.

B. Data Collection, Analysis, and Evaluation

It was evident that the KSOEHD unit maintains an assessment system that annually gathers comprehensive information on candidate qualifications, candidate proficiencies, and competence of graduates, unit operations and program quality. Data are collected continuously throughout the semester and typically at the end of a term. Multiple assessments are present and implemented in all the varied programs.

The responsibility for summarizing, analyzing and disseminating the data is coordinated by the Dean's office. A systematic schedule is conducted by the dean for analyzing and sharing results of surveys with candidates, program faculty, and advisory boards to improve candidate and faculty performance and program quality. Some data is shared with student members of the Liberal Studies Committee and the Advisory Board on Professional Education. Typically, program reports are generated that help maintain the health of the assessment system and provide direction to unit and program efficacy. The timeline for implementation of changes based on the assessment data is inexact.

The assessment system is operationalized by the preparation of varied status reports. The report provides analysis of admission data, transition point data and survey data. The Dean reviews the results and discusses them with program coordinators and faculty. It was reported that program faculty use this data to make decisions. These discussions provide the Dean with thoughtful planning of allocations, resources, and adjustments in the strategic plan for the KSOEHD.

Data are compiled, analyzed and reported through the use of technologies such as Task Stream, Peoplesoft, and Excel. Task Stream is a new technology being used to maintain candidate performances for the unit assessment system.

Formal candidate complaints and their resolutions follow well-defined policies established in the *Academic Policy Manual*, the *Faculty Handbook*, and the university catalogs. The Dean of Student Affairs and Student Grievance Board respond to all formal grievances with the exception of grading issues.

It was evident that course instructors utilize course embedded assessments formatively. The modeling of good teaching practices based on candidate success appeared evident in conversations with faculty. Faculty reported the emphasis on course topics, assignments, and adjustments in teaching were made.

The unit and program faculty presented evidence that data are used to discuss or initiate change on a regular basis. Minutes of meetings, written evidence in the documents room and interviews indicated that faculty and the administrators discuss data and program changes. Interviews at the poster session and with the review committees showed that these discussions occur formally at several levels. Data-informed recommendations and actions, as a response to the collection of the

data, were evident during the interview process. Faculty report that they are continually and systematically making changes based on survey data. Examples of the data driven changes that have occurred include:

- The multiple subject credentials were changed from a non-sequenced set of courses with two semesters of field experience to a tightly sequenced three phase program in a cohort format.
- Single subject candidate's scores in teaching reading in the content area, lead to faculty professional development.
- Task Stream has been purchased to facilitate electronic collection and facilitate data.
- Satisfaction surveys indicated a need to strengthen English Language Learners preparation. The infusion of research based strategies into candidate coursework is in process. Faculty attended professional development and an English Learners Committee has been established.
- A greater desire to improve single subject candidate proficiencies in working with students with disabilities has been to offer SpED 121 Teaching Students with Special Needs in Secondary Settings while concurrently participating in an initial field experience. In addition, requiring the Special Education course SpEd 120 Teaching Students with Special Needs as a requirement of credentialing.
- Requiring EHD 100 Educational Technology as a requirement in the Liberal Studies major as a result of graduate surveys.
- Data indicated that employers desired candidates to be reflective and assess with greater satisfaction. The electronic Reflection piece to Task Stream has been initiated.
- Preparation for Equity and Diversity was strengthened in coursework of all single and multiple subject preparation programs in response to survey data. Faculty re-emphasis on these unifying themes is being further developed in the MAT program.

Overall Assessment of Standard

The unit, in collaboration with faculty and constituents has refined their unit assessment system. The system includes a comprehensive set of a variety of types of program based performance assessments administered at decision points. The number of assessments at both teacher preparation programs and programs preparing school personnel are authentically designed to align with California Teacher Standards. Faculty continues to exam the assessments and the utility of the data, making modifications and changes within the unit programs and operations. Unit operations heavily utilizes survey data. Technologies are use to manage the system and complement the efforts of faculty to compile, analyze and use data. Program improvements are being and have been made based on data generated by the unit assessment system.

The assessment of dispositions to reflect and monitor the unit's conceptual framework is evidenced. Data in disposition performances is not fully aggregated by program.

NCATE Recommendation: Initial and Advanced MET

Areas for Improvement:

1. The Advanced programs in the schools outside of the KSOEHD have not fully implemented the systematic aggregation, summarization and analysis of performance data.

Rationale:

The KSOEHD unit has a comprehensive assessment system. There is evidence of considerable collection of data. Given the wide range of advanced and continuing education programs outside of the school of education are not fully aggregated, and summarized consistently. There is an over reliance on survey data.

2. To better inform program planning decisions, candidate performance data on dispositions for advanced programs outside the KSOEHD needs aggregation and summarization.

Rationale:

There is a limited amount of aggregated, consistently-summarized data for advanced program outside the KSOEHD. Programs seem to rely heavily on survey data from graduates and employers.

State Team Decision: Standard Met

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Level: Initial and Advanced

A. Collaboration between unit and school partners (Initial and Advanced)

Field experiences and clinical practice components of unit programs at the initial level are designed, delivered and evaluated with input from advisory boards, school-based supervisors, other members of the education community and candidate surveys. For example, the design of the field experiences in the multiple subject program was the result of input from candidates, master teachers, and unit faculty who identified a need for field experiences to be more closely connected with all coursework. Exit surveys from graduates stated that more experience with classroom management would be helpful; additional workshops were added to meet that need. Interviews with advisory board members, master teachers, and unit faculty gave evidence that members of each of these groups felt they were valued partners in the design, delivery and evaluation of the unit's field and clinical experiences. A comment from one master teacher stated "I know the unit gives candidate workshops in classroom management. Then it's my job to model different methods of classroom management [for the candidate]."

Advisory boards and other members of the educational community also provide input for field experiences and clinical practice for advanced programs. Candidates are supervised by program faculty and by an appropriately credentialed school-based individual. Feedback in interviews indicated that program coordinators and advisory boards for each specific advanced program are involved in program design, implementation and evaluation. As an example, the Superintendents' Advisory Committee approved the field experiences for the Education Administration program. At the advanced level, programs are designed on a more individual basis keeping in mind the requirements for the advanced credential for the state of California. In the Education Administration program, for example, the university supervisor and district site administrator work closely with the candidate to design various meaningful activities that will provide the best and most authentic administrative situations as possible.

Partners contribute to the design, delivery, and evaluation of the unit's field and clinical experiences in many ways. As noted in the handbook, in the initial teacher preparation programs, the university supervisor and classroom teacher (the master teacher) work closely together to determine whether the candidate is developing and demonstrating the knowledge, skills, and dispositions expected for the placement. Through regular contact, classroom visits, e-mail, and telephone, the master teacher and supervisor share valuable insights and work together to provide a written evaluation of progress for the candidate midway through the semester and at the end of the semester.

At the advanced level in special education, additional class work in assessment was added in response to several years of feedback from students and employers. Also at the advanced level, the nursing advisory board urged the program to provide more program support for nursing

students; because of the small and “spread out” nature of the program, people were brought together for orientations and collaborative activities for peer support. Because the counseling advisory committee felt that students needed improvement in writing, a graduate writing proficiency was instituted.

At the initial level, unit programs have long-standing professional relationships with area school districts and school sites where candidates are placed for their field experiences. For the multiple subject program, the Director of Field Experiences has primary responsibility for field placements. The director collaborates with supervisors and the Central Valley Partnership for Exemplary Teachers (CPET) co-coordinators to ensure that candidates are placed at acceptable sites and with qualified master teachers. In other programs, the program coordinator assumes this responsibility.

At the advanced level, the School Psychology program coordinator stated that because she knew and had strong relationships with all area school psychologists, she was able to place candidates in appropriate settings.

B. Design, implementation, and evaluation of field experiences and clinical practice (Initial and Advanced)

Each program at the initial level has well-designed field components that provide candidates with the variety of experiences they need for their initial preparation as education professionals. For initial teaching candidates, these field experiences encompass a variety of programs. Typical field experiences (observation and/or practicum) include 45 hours spent in a site that matches the future credential interest and supervised field experiences in classrooms; these experiences total from 90 hours in the multiple subject credential to 135 hours in the Special Education, Level I credential. Field experiences (student teaching or internship) include a variety of practices as well; for example, the multiple subject credential requires part-time student teaching in a K-3 classroom 12 hours per week for a total of 180 hours and full-time student teaching placement in grades K-6 of 35 hours per week for a total of 525 hours. Clinical practice for the Deaf and Hard of Hearing Level I credential requires two full time eight week sessions of student teaching in different settings, in addition to another field placement for a total of 645 – 665 hours.

Well-designed field experiences are individualized for each program at the advanced level. These programs include Early Childhood (advanced credential, Master’s), Education Administration (advanced credential, Master’s), Reading/Language Arts (advanced credential, Master’s), Curriculum & Instruction (Master’s), Agriculture Specialist (advanced credential), Counseling (advanced credential), School Psychology (advanced credential, Master’s), School Social Work and Child Welfare & Attendance (advanced credential, Master’s), Speech Language Pathology (advanced credential, Master’s), Deaf and Hard of Hearing (advanced credential, Master’s), School Nurse Services (advanced credential), and the Joint (with the University of California at Davis) Doctoral Program in Educational Leadership (JDPEL). Field experiences vary from the Education Administration advanced credential of two semesters of administrative fieldwork experience with a minimum of 240 hours (at least 20% of which must be spent in a setting of a different level and another 20% in a culturally diverse setting) to the School Social Work and Child Welfare & Attendance advanced credential of a 512-hour 1st year internship.

At the initial level, field and clinical experiences help candidates demonstrate the candidate proficiencies of *Reflection, Critical thinking, Professional ethics, Valuing diversity, Collaboration and Life-long learning* outlined in the unit's conceptual framework. Course syllabi and interviews of candidates showed that these proficiencies were embedded in coursework and articulated by candidates. All programs meet professional and state standards. Thirteen California TPEs are articulated and assessed at different points during field experiences (See Table 4 on page 17 of the IR for an example of the assessment of multiple subject candidates.). Student teaching handbooks display the needed candidate competencies and contain competency logs for each of the courses in which the candidate has field experiences. These logs must be completed and signed off by the candidate's supervisor.

At the advanced level, the school nursing program is an excellent example of how candidates demonstrate the proficiencies outlined in the conceptual framework. During interviews, one nursing faculty member stated that "[The dispositions of critical thinking and reflection] are part of what we've always known as nurses." Within the supervisor's list of activities and objectives for the candidates and the supervisor's evaluation of students, the conceptual framework's dispositions are listed and competencies are assessed.

The unit systematically ensures that candidates have opportunities to use technology as an instructional tool during field experiences and clinical practices. For example, requirements for the Teaching Sample Project during final student teaching for multiple subject state, "Give specific examples of how you or your students will use technology during a lesson. If technology is not available, give examples of how you could use it. Be specific (e.g. software, websites, type of technology used)." Interviews from master teachers confirmed that candidates were comfortable with the use of technology and eager to use it. One master teacher stated, "My candidates always know way more than I do!"

Clinical school-based faculty members (master teachers) are an integral part of field experiences and clinical practice. Criteria used to select clinical school-based faculty members are outlined in program handbooks: they must have had academic preparation, successful experience in teaching appropriate curriculum subject(s), and remained current with changes in the profession and the student population. Criteria also state such requirements as "Master teachers are able to ask the right questions of beginning teachers in order to stimulate their growth and independence..." Recommendations for additional individuals come from a variety of sources, including university supervisors, master teachers, other site-based faculty, and site administrators. Many school-based faculty have supervised candidates for a number of years and continue to serve in that capacity. Candidates and university supervisors are given opportunities to evaluate the effectiveness of the master teacher. Annual workshops are held for multiple and single subject master teachers to keep them informed of changes and requirements. Special workshops are available for university supervisors and professional development activities are available for participants to provide insights and recommendations about placement, monitoring, and evaluation processes through both informal discussions and formal evaluations. At the time of the annual workshops, master teachers are asked to give ideas for future workshops to fulfill their needs.

An example that shows the individualized nature of advanced programs involves the school nursing program. Because the program's coursework is online and candidates are spread from northern California to San Diego, a candidate must identify his or her own site supervisor.

Although the unit faculty may not personally know the site supervisors assigned to work with each candidate, each must fit the site supervisor criteria outlined in the program handbook. At the end of the program, opportunity is also given to the candidate to evaluate this site supervisor.

Throughout field experiences and clinical practice, clinical faculty provide regular and continuous support for student teachers, interns and licensed teachers completing advanced-level programs. Student teaching handbooks contain role expectations of master teachers that state such duties as “Models effective teaching methods for a given school subject before asking teacher candidate to teach the subject. Arranges a weekly planning period with the teacher candidate. Gives continuous feedback to the teacher candidate – both written and verbal...” Other evidence that candidates are provided appropriate support is found in survey responses from program graduates and employers of graduates. When asked if they felt their fieldwork prepared them well or adequately, 82% of the Fresno respondents from 2001-2002 to 2003-2004 responded, “Yes.”

At the advanced level, the unit developed an online, sequenced Master of Arts in Teaching (MAT) program with many school-based requirements. The field experience requirement comprises a culminating action research project that must be carried out in the candidate’s own classroom. The field experience is monitored by full time unit faculty throughout the project.

C. Candidates’ development and demonstration of knowledge, skills, and dispositions to help all students learn (Initial and Advanced)

In any given semester approximately 330 candidates are eligible for clinical practice at the initial level. Of that number, approximately 99% complete their experience successfully. At the advanced level, approximately 99% of the 235 eligible candidates successfully complete clinical practice. Success at the initial level is assessed with written evaluations of progress for the candidate midway through the semester and at the end of the semester. These assessments are conducted with input from the supervisor and master teacher who maintain regular contact through classroom visits, e-mail or telephone. The master teacher and unit supervisor discuss the candidate’s progress and any concerns or issues that might have arisen. At the advanced level, the evaluations of field experiences reflect the variety in roles of the education professionals participating in the various programs. Clinical supervisors such as a highly qualified, credentialed school psychologist for the internship program in school psychology are assigned to each advanced candidate.

At the initial level, time for reflection and feedback is incorporated into the field experiences at many different points. As one of the dispositions in the unit’s conceptual framework, *Reflection* is embedded in coursework and exercises during field experiences and clinical practice. As an example, documentation in the handbook for student teaching for multiple subjects states that during each field experience candidates are required to “reflect on the methodology and pedagogical reasons for the particular instructional practice in relation to state and district academic content standard, and California Standards for the Teaching Profession.” The Teaching Sample Project completed during the final student teaching semester includes reflection as one of the “Teaching Processes” necessary for successful teaching.

Overall Assessment of Standard

The unit collaborated regularly with community education partners to design, deliver, and evaluate field and clinical experiences. Experiences were aligned with the thirteen California Teaching Performance Expectations and the six dispositions of the conceptual framework, *Reflection, Critical thinking, Professional ethics, Valuing diversity, Collaboration and Life-long learning*. Through activities and assessments such as the Teaching Sample Project, candidates were able to develop and demonstrate the knowledge, skills, and disposition to help all students learn.

NCATE Recommendation: Standard Met

Areas for Improvement: None

State Team Decision: Standard Met

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Level: Initial and Advanced

A. Design, implementation, and evaluation of curriculum and experiences

The unit's theme *Leadership for Diverse Communities* and its conceptual framework reflect the emphasis that the unit places on preparing teachers and other support personnel to function effectively as leaders in culturally and diverse settings. Among the goals articulated in the conceptual framework are two specifically related to diversity:

- to prepare professionals who are committed to leadership and service in diverse settings
- to recruit qualified candidates representative of the diversity in our community, into the fields of education and counseling, beginning with students in our public schools.

In addition, the *valuing of diversity* is one of the six professional dispositions identified in the unit's conceptual framework that candidates in both initial and advanced programs are expected to acquire and demonstrate. The dispositions are identified as being central to the unit's mission which includes the development of "ethically informed leaders for classroom teaching, education administration, counseling and higher education". As is stated in the unit's Institutional Report, the valuing of diversity requires that candidates "will be able to work effectively with diverse populations and recognize the importance of valuing cultural, linguistic, cognitive, and physiological diversity" (p.15).

Proficiencies related to diversity are embedded in Teacher Performance Expectations (TPEs) 5, 6,7, and 8 for Multiple and Single subject programs. The unit focuses primarily on TPE 7: Teaching English Learners, in its assessment of candidates' attainment of proficiencies related to diversity. Based on a review of rubrics used in a variety of assessments of candidates' competence relative to diversity, teacher candidates across all initial programs are expected to have an understanding of students with a wide range of intellectual, physical, linguistic, affective and behavioral abilities. Teacher candidate proficiencies include:

- Gathering factual information on students, including student individual characteristics and differences, as well as information about the teaching –learning context to set learning outcomes, plan instruction and assessment
- Setting appropriate learning outcomes for students in terms of their developmental levels, pre-requisite knowledge, skills and experiences, English Language development, and other special needs including disabilities
- Using contextual information and data to select appropriate goals, strategies for instruction, assessments, and resources to meet the learning needs of all students, including English Language learners, and students with other special need

- Making appropriate modifications of instructional plan to address individual students needs (for English learner, gifted/talented student, and students with disabilities)
- Planning and delivering reading instruction to native and non-native English language speakers
- Using multiple assessment modes and approaches that align with learning outcomes to assess student learning
- Making assessment adaptations appropriate to English learners and students with other identified special needs.

Diversity proficiencies for other school personnel are delineated in program documents:

- Designing and providing appropriate services to clients including children and youth from diverse cultural, socio-economic, racial/ethnic, and linguistic backgrounds
- Working with families and communities in the delivery of services to clients including children , youth and their families from diverse cultural, socio-economic, racial/ethnic, and linguistic backgrounds
- Collaborating with other helping professionals and service providers in the design and delivery of services to clients and their families

Issues relative to diversity are integrated throughout the curriculum for programs at both the initial and advanced levels. Review of a sample of course syllabi across both levels show that aspects of diversity are addressed in each program in multiple courses. Candidates demonstrate an awareness and valuing of diversity in a variety of ways, including, written assignments, papers, self-reflections and class projects such as case studies. They demonstrate their knowledge and skills in identifying instructional and other special needs, adapting instruction, providing interventions or other services to students from diverse cultural, socio-economic and linguistic populations through class projects and reports of activities conducted during their practicum internships or other field work.

At the initial level, each program has specified coursework and field experiences or internships required of candidates in order to ensure that they acquire and are able to apply the knowledge, skills and dispositions necessary to help all children learn. For example, candidates in single subject and multiple subject programs are required to take a series of courses in which they consider the cognitive, cultural, social, socio-economic, and gender aspects of diversity in the development of the student; the impact of culture on teaching and learning in the schools; how culture affects language and cognitive development; language acquisition theories and instructional strategies to assist English language learners; the use of multiple strategies and methods for teaching subject matter in culturally and linguistically diverse classrooms; effective strategies for adapting instruction for students with special needs including students with disabilities; and equity issues and teaching strategies that address equal access to learning materials for all students. One program emphasis in the multiple subject program, Bilingual Cross-Cultural Language and Academic Development (BCLAD), prepares teachers to work in self-contained educational settings with English Learner Students and to provide instruction to these learners in their primary language.

At the advanced level, diversity issues relevant to the program area are integrated into coursework throughout the program, applications are addressed during pratica, internships or fieldwork. In each program area courses and experiences address the proficiencies identified

above in ways appropriate to their field. Programs also provide opportunities for candidates to examine their own beliefs and attitudes toward individuals of racial/ethnic, SES, and cultural backgrounds different from than their own, and assess how these attitudes and actions may influence ways in which candidates work with these individuals or impact goals to ensure that students receive equitable access to education and educational services.

In programs for teacher candidates and both the initial and advanced levels, a variety of assessments are included in coursework and field experiences that require candidates to demonstrate awareness of and proficiencies relative to diversity. These include written papers, journaling, reflections, development of lesson plans in which candidates incorporate adaptations for English language learners, students with disabilities and gifted students; case studies, including one of a student whose race/ethnicity or culture is different from that of the teacher candidate. In addition to these, candidates in multiple and single subject programs at the initial level are required to complete three major assignments that include assessments of their proficiencies relative to diversity:

- The Comprehensive Lesson Project assesses the candidate's incorporation of specially designed academic instruction for English (SDAIE) strategies across the lesson set, incorporation of supplemental and differentiated learning opportunities and materials for language development to assist English learners in the comprehension of content.
- The Teaching Sample Project assesses the candidate's ability to design, teach and document an instructional unit that enhances student achievement by building on the students' strengths and characteristics. Candidates collect demographic data on student, school and community characteristics. They use these data to create a profile of the school, community (contextual data) and student, plan the instructional unit and then assess student learning.
- The Holistic Proficiency Project assesses candidates' ability to perform teaching responsibilities during the final semester of student teaching. TPEs that specifically address aspects of diversity and are evaluated in this project include Teaching English Learners (TPE 7), Learning about Students (TPE 8), and Professional, Legal and Ethical Obligations (TPE 12).

Overall students meet expectations established for performance on the various assessments. An examination of a sample of students' lesson plans and case studies, for example, show that they are able to use student information derived from student demographic and contextual data to plan instruction, and make appropriate adaptations for students with special needs or English Language developmental level. A review of assessment records and data show that candidates consistently perform well across all three key assessments. Almost all students (95% or more) meet all expectations (TPEs) related to diversity. For example on the Holistic Proficiency Project, in Spring 2005, 100% of candidates in the multiple subjects programs and 95 % in the single subjects programs meet expectations on all three TPEs.

B. Experiences working with diverse faculty

Candidates at both initial and advanced programs work and interact on an on-going basis with faculty who represent a rich mix of diversity in terms of race/ethnicity, cultural and linguistic backgrounds as well as gender and disability. Data provided by the unit indicate that approximately 37% of unit faculty who teach in programs at the initial and advanced levels are members of racial/ethnic minority populations (see Table 4.1).

Table 4.1. Demographic Data on Professional Education Faculty and School-Based Faculty Race/Ethnicity and Gender

| Race/Ethnicity | Prof. Ed Faculty Initial Programs | | Prof Ed Faculty Advanced Programs in KSOEHD | | Prof Ed Faculty Advanced Programs Outside KSOEHD | | All Faculty in the Institution | | School-Based Faculty | |
|------------------------------|--|-------------|--|------|---|------|---------------------------------------|------|-----------------------------|------|
| | N | % | N | % | N | % | N | % | N | % |
| Amer. Indian/ Alaskan Native | - | - | 1 | 1.6 | 1 | 2.3 | 2 | 0.4 | 1 | 0.1 |
| Asian/ Pacific Islander | 3 | 7.9 | 7 | 11.1 | - | - | 72 | 12.3 | 41 | 5.0 |
| Black,non-Hispanic | 1 | 2.6 | 2 | 3.2 | 3 | 7.0 | 20 | 3.4 | 12 | 1.5 |
| Hispanic | 10 | 26.3 | 14 | 22.0 | 1 | 2.3 | 49 | 8.3 | 141 | 17.0 |
| White, non-Hispanic | 24 | 63.2 | 40 | 63.0 | 38 | 88.3 | 430 | 73.1 | 630 | 76.3 |
| Other | | | 1 | 1.6 | - | | 9 | 1.5 | - | - |
| Unknown | | | | | | | 6 | 1.0 | | |
| Total | 38 | | 63 | | 43 | | 588 | | 825 | |
| Gender | | | | | | | | | | |
| Female | 21 | 55.3 | | | | | | | | |
| Male | 17 | 44.7 | | | | | | | | |
| Total | 38 | | | | | | | | | |
| | | | | | | | | | | |

Approximately 27% of all faculty in the institution are members of racial/ethnic minority groups. In terms of school-based faculty, approximately 23% are from ethnic/racial minority groups. Both unit and school-based faculty reflect the racial/ethnic diversity present in the community.

The academic preparation of some faculty are in the areas of multicultural education and special education; they teach, conduct research, and offer workshops and training and work in P-12 schools. Some have funded grants through which they offer professional development training for classroom teachers in several schools in Central Valley (e.g., training in mathematics and science). These faculty report that working with the diverse teacher populations in schools informs their teaching and work with teacher candidates.

The diversity among the professional education faculty in the unit and other colleges is evident also in the various projects, service and extra-curricular activities in which they are engaged in working with diverse populations in P-12 schools and the community. These activities provide rich opportunities for candidates to work and interact with faculty and members of diverse groups in schools and the community. Examples of the projects, include

- *CineCulture*, a club started by a faculty member, that seeks to promote cultural awareness and diversity among faculty, candidates, and the general public through the showing of films that represent different cultures. Guest speakers facilitate discussions about the film and its significance; the
- *Latino Legacy Project* which provides candidates an opportunity to work with faculty on film projects of the life stories based on the experiences of friends, families, and neighbors in the Central Valley Latino community
- *Hmong Voices* which is student film project depicting stories about individuals in the Hmong community
- *Peer Mediator program* offered in collaboration with the Center for Character Education, provides opportunities for teacher candidates to serve as mediator mentors to train students in K-12 schools to become peer mediators in their schools.

Cognizant of the need to provide continual professional development for faculty on issues of diversity and working with individuals from diverse backgrounds, the unit frequently offers professional opportunities including development workshops, faculty retreats focusing on diversity. In interviews with faculty, several mentioned the success of the September 2005 workshop on working with English Language Learners with Dr. Lily Wong-Fillmore.

In interviews with faculty, and representatives of the university's Office of Affirmative Action/Human Resources, they spoke positively about the institutions' continued efforts to attract quality faculty from a variety of backgrounds. It advertises tenure-track positions with specific requirements for expertise in serving the needs of diverse students using criteria established by the university's affirmative action/equal employment opportunity program.

C. Experiences working with diverse candidates

Tables 39 and 40 in the Institutional Report (see IR, p.70) provide data on the diversity of candidates in the educator preparation programs at CSUF. As is shown in Table 40, across all programs the racial/ethnic breakdown of candidates showed diversity within programs. Updated

data on the total racial/ethnic distribution of candidates in the unit for AY 2004-05 are reported in Table 4.2. Approximately 39% of candidates in initial and advanced educator programs were from minority populations; a majority of the candidates were female (73% and 77%, respectively). Many candidates are first-generation college students and come from families where English is not the first language.

Table 4.2. Demographic Data on Candidates in Educator Programs- AY 2004-2005

| Race/Ethnicity | Educator Preparation Candidates | All Students at CSU Fresno | Region Served by the Institution |
|----------------------------|---------------------------------|----------------------------|----------------------------------|
| Asian or Pacific Islander | 6.8% | 12.2% | 6.9% |
| Black, non-Hispanic | 2.0% | 4.5% | 4.8% |
| Hispanic | 30.7% | 28.0% | 49.8% |
| White, non-Hispanic | 43.2% | 37.4% | 34.2% |
| Other or Ethnicity Unknown | 17.2% | 17.9% | 4.3% |

The two distance learning programs have diverse candidates, a face-to-face seminar at the beginning of the cohort program, and interaction with peers that occurs in an on-line environment.

The unit has recognized the importance of recruiting and retaining diverse candidates. Programs are in place to carry out the goal of the conceptual framework, “To recruit qualified candidates who are representative of the diversity in our community into the fields of education and counseling, beginning with students in the public schools.” Special recruitment efforts for African American candidates and the Teacher Cadet program which brings elementary school students on campus attempt to increase candidate diversity. Retention efforts include the California Mini-Corps and the Teaching Fellows program which work with candidates to provide relevant work experience and academic support while pursuing a teaching career.

D. Experiences working with diverse students in P-12 schools

According to U. S. Census Bureau statistics, Fresno County and the adjacent Central California Valley counties served by CSU – Fresno is a very diverse region. Persons reporting Hispanic or Latino origin range from 44% to 51% in the five county region. White persons, not of Hispanic/Latino origin range from 40% to 44% in the region. Asians range from 1% to 8%. Black or African American persons range from 2% to 8%. A significant population of Hmongs live in Fresno County. The school districts reflect this diversity as seen in Table 41 of the

institutional report. Additional data provided in the evidence room shows that individual schools in the region are also very diverse, especially in serving English language learners. The range of diversity percentages in the region for field placement sites is seen below:

Table 4.3. Demographic Breakdown of P-12 Schools

| | English Learners | Free or Reduced Lunch | American Indian | Asian | Pacific | Hispanic | African American | White |
|--------------------|------------------|-----------------------|-----------------|-------|---------|----------|------------------|-------|
| Highest Percentage | 78 | 100 | 37 | 56 | 9 | 95 | 24 | 78 |
| Lowest Percentage | 0.5 | 2.9 | 0 | 0 | 0 | 6 | 0 | 2 |

While Spanish and Hmong are two common native languages of English language learners, at least 43 other languages are represented in the schools in the region.

California program standards and credentialing rules require that candidates experience diverse settings in their preparation. The field placements in the initial preparation programs at CSU – Fresno are done by one person who maintains records to assure that every candidate has placements in settings of different diversity. Placements in the advanced programs are done by the program coordinator and insure that diverse settings are included. In both initial and advanced programs, field placement assignments

In the program evidence for both initial and advanced programs, specific assignments were found that addressed diversity related knowledge, skills and dispositions. Some of these assignments were across the program and others were found in specific course syllabi. Interviews with faculty, candidates and school personnel confirmed that diversity related experience was part of field experiences. Candidate work related to field experiences was examined and examples of diversity experience were found.

Examples of candidate reflection using feedback on their skills in working with diverse students was found across programs in samples of candidate work and through interviews with candidates. Evidence that candidates successfully work with diverse students was also gained from interviews with master teachers, principals and superintendents.

Overall Assessment of Standard

Teacher education programs at both the initial and advanced levels require a sequence of core courses that enable candidate to develop knowledge, skills and dispositions to work effectively with students and clients from diverse cultural socio-economic, racial/ethnic and linguistic backgrounds. Faculty and candidates in the unit mirror the diversity in the communities served by the unit. Assessment of candidate proficiencies and dispositions show that they meet expectations for working effectively with individuals from diverse backgrounds.

NCATE Recommendation: Standard Met

Areas for Improvement: None

State Team Decision: Standard Met

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Level: Initial and Advanced

A. Faculty and Faculty Qualifications

The programs offered through the KSOEHD are at the graduate level with the exception of the multiple subject (elementary) blended program option in which candidates complete all requirements for the credential in the four undergraduate years. The professional education and clinical faculty in the unit as well as those in the College of Mathematics, College of Science, College of Health and Human Services and the College of Agricultural Sciences possess the academic credentials and professional experience that qualify them to teach in their areas of expertise. There are 99 tenured and tenure track faculty members including the KSOEHD dean and associate dean. All tenure line faculty members with the exception of one Spring 2006 completer hold the Ph.D. Ed.D. or Psy.D. There are 36 non-tenure track full time faculty and 126 non-tenure track part- time faculty. Faculty who serve as lecturers, coordinators, clinical supervisors, and field experience supervisors who do not possess doctorates, have masters' degrees and extensive experiences in P-12 schools or agencies that serve children. All faculty who teach methods courses are required by California statute to document participation in K-12 schools within the previous three years.

Part-time faculty and supervisors are hired based on their qualifications to teach selected courses and supervise clinical and field experiences. Part-time faculty members are highly qualified in their content areas and have many years experience as practitioners in partner school districts, agencies and special education and early childhood practicum sites. They are certified in their assigned content areas (courses and supervision). This documentation is required in the hiring process. The qualifications of the faculty who teach in the initial and advanced programs are reviewed annually by the faculty of the Retention Tenure and Promotion (RTP) committees.

The faculty members who teach in the online Master of Arts in Teaching program demonstrate their proficiency in online delivery through intensive and continuous training sessions and workshops with The Digital Campus.

Contemporary experiences in schools are met in a variety of ways including supervision of student teachers; providing professional development for schools and districts; and providing professional development and leadership for four California Subject Matter Projects located in the San Joaquin Valley: Mathematics, Science, Writing, and Reading and Literature. Faculty members also participate in the Central Valley Educational Institute and the Central Valley Partnership for Exemplary Teachers.

B. Modeling Best Professional Practices in Teaching

Faculty have reviewed and aligned curricula with the conceptual framework with the goal of preparing Leaders for Diverse Communities. In scholarship and teaching, faculty focus on *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Lifelong Learning*, commitment to technology and aligning proficiencies to professional and state standards. Syllabi, interviews and class visits indicated that the faculty provides assignments that require reflective and critical thinking, contain problem-solving situations, and integrate diversity. They also utilize and require technology for developing units and lesson plans, statistical analysis of research data, making presentations, scoring assessments and grading, facilitating instruction and discussion outside the classroom, and conducting research. During the last four academic years, candidates and peers have recognized eleven unit faculty members as outstanding teachers with Provost's, President's and KSOEHD Faculty Awards (See page 74 of the Institutional Report for a list of these awards.).

C. Modeling Best Professional Practices in Scholarship

KSOEHD expects faculty to be active in scholarship and research. The RTP process specifies that continuous growth in scholarship is essential for teaching effectiveness. Scholarly work of the unit and individual faculty members is both diverse and extensive in its application to teaching and learning. Scholarship is closely related to teaching.

As documented in faculty vitae and course syllabi, faculty members teach courses within their specialty areas. As teacher-scholars, they contribute to advancement of scientific literature and professional practices in their disciplines and integrate advances in their disciplines into their instructional practices. Their work includes: publications in professional refereed journals, monographs, books, chapters in books, presentations at international, national, state, and local conferences; reports, manuals, and handbooks at university, unit and department levels; submissions for publishing and proposals for presentations; unit and faculty grant writing and funding; participation in university, unit and department colloquia and scholarly discussions.

A summary of unit and program faculty scholarship from 2002-03 through 2004-05 includes: 77 books/book chapters, 161 refereed publications, 116 other publications including association publications, and reviews; 362 local/regional presentations, 132 state presentations, 238 national presentations, and 76 international presentations. Grant activity was also productive with 275 grants totaling more than \$10,342,966.

D. Modeling Best Professional Practices in Service

In support of the unit's conceptual framework and mission, service is of primary importance for faculty. Service is one of the required components of the tenure protocol. Faculty members are expected to do service at the department, college, university, professional and/or community levels. All faculty members who teach in the credential programs provide service in a variety of educational settings.

There is extensive faculty service at the university and department level including university committees for WASC, Student Affairs, Budget and Finance, Instructional Technology Strategic Initiative, Curriculum, Liberal Studies, Academic Standards and Grades, and Council of Chairs. Unit members also participate in the Academic Senate, and serve on the President's Commissions/Committees for Teacher Education, Evaluation, Human Relations and Equity, University Research, and Disabilities. Faculty service at the unit level includes NCATE and CCTC preparation committees as well as committee membership in RTP, Admissions and Standards, Curriculum, Assessment, and Technology committees. At the department level, faculty service includes department and program specific committees such as faculty searches, and cross-program groups involved in activities such as reviewing department processes and curriculum/program development, and allocating research and professional development funds.

Faculty service to schools and community takes many forms, including serving as faculty liaisons to the cohorts of multiple subject candidates at partner schools. Many individual faculty members work in P-12 schools to improve instruction. They collaborate on professional development and research activities with educational professionals and parents, developing and evaluating programs, and serving on advisory/improvement and other committees in schools and in the community. Faculty regularly volunteers in elementary and secondary school classrooms. They teach lessons and units, provide assessment and diagnostic services to schools and community, and provide professional development for teachers and administrators as well as for school nurses, counselors, psychologists, and social workers.

The faculty also contributes to the professional community by serving on editorial boards, as editors of professional publications, and as officers in professional and community organizations. Faculty vitae document the extensive number and kinds of service activities in which the faculty model best professional practices in service (Selected service activities are listed on pages 78 -79 of the Institutional Report).

E. Collaboration

Collaboration is an essential component of the KSOEHD conceptual framework and faculty maintain extensive multiple positive collaborations with P-12 partners, faculty from other units on campus and other members of the professional community dedicated to improving teaching and learning. KSOEHD is instrumental in providing leadership and research based information, training and technology throughout the San Joaquin Valley. More than 80 collaborative partnerships promote student achievement and educator excellence. These activities also provide opportunities for faculty service and research (See Table 44 on pages 80-81 of the Institutional Report for descriptions of 24 of the partnerships). This extensive collaboration includes presentations and materials development which improve instruction and contribute to the education knowledge base. In addition, research efforts are facilitated, such as the ongoing six year longitudinal study to examine the experiences of new teachers and their support providers and a recently published research study that measured the effects of student service as a mediator on perception of school climate, standardized test score improvement, and the development of empathy skills.

F. Unit Evaluation of Professional Education Faculty Performance

The unit promotes a triangulated process for collecting and analyzing data to evaluate the work of the unit and faculty. Examination of the work of the faculty is conducted through the RTP process, student surveys, and peer evaluations. The comprehensive evaluation system is specified under the collective bargaining Agreement and the CSU Chancellor's office. These policies specify that the evaluation includes a review of teaching, scholarship and service. In addition, in KSOHD each department develops a probationary plan for new faculty during the first year of service on the tenure track. The plan follows the approval process through the department, school, dean, university committee and provost. Approved plans are guides for evaluating the progress of probationary faculty as they progress through their probationary period. Tenure track faculty members are evaluated annually; tenured faculty members must be reviewed at least once in each five years. University policy requires a portfolio as evidence of meeting criteria for RTP. The portfolio must contain current vitae; recent student evaluations of teaching, peer reviews, syllabi, course exams; and items selected to demonstrate teaching effectiveness, professional growth, scholarship and service. Faculty members are also required to submit an annual Faculty Activity Report.

Peer and student evaluations are conducted for all tenure track faculty. Peer evaluations must be conducted in two classes each semester for all tenure track faculty and in two representative classes per academic year for tenured faculty. Student evaluations administered through a standardized procedure are collected for every class every semester for tenure track faculty and for two representative classes per academic year for tenured faculty. Consistent with the unit's conceptual framework, the faculty review for RTP is to: recruit and retain diverse faculty of the highest quality, assist in the career development of junior faculty by providing them with formative constructive feedback, and to advance the unit's mission with regards to teaching, scholarship and service.

Full and part-time lecturers (non-tenure track faculty) follow a similar procedure for self, peer and student evaluation. In addition, a department faculty peer review committee reviews full and part time lecturers hired for more than one semester per year at least annually for teaching effectiveness.

G. Unit Facilitation of Professional Development

The Chancellor's Office of the CSU system and the University provide support for professional development as part of the RTP process. Over the 2003-2005 academic years KSOEHD received a total of \$361,750 of intramural funds. Research projects and grants are an additional resource for professional development. The unit supports professional development of its faculty in a variety of venues to address three major goals: development of human potential among faculty, stimulation and support of the inquiry process as it is embodied in educational research and evaluation activities, and the development of the capacity of the unit and its faculty to address new initiatives that relate to the schools' overall mission and goals such as the effort to ensure that all faculty have the knowledge and skills to develop candidates' competence and confidence to teach English language learners and the effort to infuse technology in their teaching.

The dean's Research and Development Grants program provides grants for faculty for research and grant writing and The Digital Campus offers grants to support development of web-based courses. Mentoring for new faculty and professional topic discussions are ongoing efforts. Grants of \$500 each support faculty travel for research and presentations. The Campus Center for Teaching, Learning and Technology, the Digital Campus On-Line Teaching Support and the Instructional Technology and Resource Center provide support as well as presentations and seminars.

A review of faculty vitae and interviews with faculty at all levels indicated that the faculty participates in a wide range of individual professional development activities as well as the initiatives sponsored by the unit and the university.

Overall Assessment of Standard

The unit faculty members have extensive academic backgrounds, with nearly 100 percent of the tenured and tenure track faculty holding doctorate degrees. Non-tenure track faculty who do not hold earned doctorates are practitioners who have demonstrated competence in their fields and hold the certifications for their practice. The unit faculty members are effective teachers who model best teaching practices in their areas of specialty. They are productive in many scholarly areas and provide extensive service to the university, the unit and the community. All non-tenured tenure track professors are systematically evaluated using the Retention, Tenure and Promotion procedure. All tenured professors are required to participate in a post-tenure review every five years. Lecturers and other adjuncts are also evaluated and their classes are included in the student review of instructors. All KSOHD faculty serve on committees and boards at the university and participate extensively in P-12 schools and their communities. They are also highly involved in local, state, and national professional organizations.

NCATE Recommendation: Standard Met

Areas for Improvement: None

State Team Decision: Standard Met

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Level: Initial and Advanced

A. Unit leadership and authority

The dean of the Kremen School of Education and Human Development (KSOEHD) has authority for the planning, delivery, and operation of initial and advanced preparation of educators on the California State University, Fresno campus. The dean has direct authority over the programs housed in KSOEHD. The dean has also been assigned as Director of Teacher Education at CSUF with oversight responsibility for initial and advanced programs for educators not housed in KSOEHD but in six other colleges/schools at the institution (i.e., single subject credentials and other school personnel preparation programs). Figure 1, p.4 and Figure 2, p.5 in the Institutional Report show the relationship of KSOEHD to the other CSUF units offering educator preparation programs. Figure 4, p 89, represents the structure of the unit.

The unit leadership is composed of the dean, associate dean, department chairs and program coordinators. Six administrative committees are advisory to the dean, Table 45, p.90. Input is also received from the Faculty Assembly and its eleven standing committees, Table 46, p.91. The dean meets regularly with these groups. Communication with other academic leaders and administrators occurs when the dean meets weekly with the University Academic Deans, monthly with the Provost, and bimonthly with the President's Commission on Teacher Education. The dean explained that program changes and issues emerge from the faculty and/or advisory groups. Programmatic changes are brought forward by the program coordinators through the governance process represented in Figure 4.

The professional community participates in program design, implementation, and evaluation through advisory committees. Advisory committees exist at the program level for most programs. Advisory committee membership and minutes from regular meetings indicate that the programmatic advisory committees play an important role in keeping programs current. In addition a Dean's Advisory Board for Professional Education provides guidance at the unit as well as at the programmatic level. A high level of communication between unit faculty and school personnel was noted during interviews and visits. KSOEHD reaches out to area schools effectively to engage school professionals in educator preparation, as well as being part of a "true community of learners," as one superintendent described the relationship.

Advising is done centrally for the unit's largest group of students (undergraduate liberal studies majors) through the Education Services Center located in KSOEDH. Other programs also have centralized advising through the Center including, multiple subject (elementary) credential, single subject programs (secondary), and special education level 1 candidates. Candidates in single subject credential programs also have faculty advisors in their content area. In addition to advising, the Education Service Center also offers other forms of support to candidates including admissions, credential analysis, field experience placement. Two other centers in the school offer

services to students. Technology support comes from the Instructional Technology Resources Center. The PreTeacher Assessment Center (PTAC) offers candidates the opportunity to measure their strengths and weaknesses on teacher related skills such as Planning and Organizing, Strategic Decision Making, Leadership, Written Communication, Innovativeness, Oral Communication, Sensitivity, Oral Presentation, and Tolerance for Stress. Advising for the MAT on-line programs is done by faculty and the program coordinator through email, telephone, Blackboard “chat room,” office hours, the face-to-face orientation, and in the culminating face-to-face research session.

The unit has a Teacher Recruitment Office that targets future bilingual teachers who are often first-generation college students. This special program provides support and assistance to candidates who work as paraprofessionals while completing multiple subjects, single subject, or special education teacher credential programs. Additional recruiting is done through normal university-wide admissions and recruiting processes. A special challenge in a state where there is no undergraduate education major is to connect with undergraduate students and work with them during the undergraduate program toward the transition to the teaching credential. The unit has advisors in the Education Services Center that work with undergraduate students.

Admissions policies and procedures are clearly and consistently described in the university catalog, in KSOEDH materials and on the school website. Deadlines, calendars, and other procedures are also consistently described across university publications.

B. Unit Budget

The unit receives a budget allocation that averaged \$4,694 per FTE which is higher than the university average of \$3,298 during the past five years. Part of this difference is because of special funding from the Chancellor’s Office in recognition of the need to support programs requiring extensive field supervision. Also, KSOEDH has the highest ratio of funding per FTE on the CSU Fresno campus because its programs are primarily graduate courses, with small class sizes, and with a heavy emphasis on field-based experience. Programs housed in departments outside of the Kremen School report adequate budget to prepare candidates for advanced credentials.

The California State University system and the university provide budgetary support for professional development in the form of sabbaticals, scholarly activities, program innovation, travel and research. In addition to the system and university-wide support, the dean has provided a \$200,000 fund to support research and grant writing for faculty within the School.

A large state budget reduction in 2002-2003 impacted all state colleges and universities in California. The negative impact of this reduction on the programs to prepare educators at Fresno was limited since the major portion of the cuts was absorbed by downward adjustments in administrative positions and decreased allocations to plant-operations. Key retirements that were not replaced provided some savings in the first year of the budget cuts. Increased tuition and growth in students also tempered the state budget cuts after the initial year.

C. Personnel

Faculty workload within the unit is consistent with CSU system policy and includes fifteen weighted teaching units (WTU's). Twelve units are awarded for teaching courses and three units for advising and other duties related to instruction. Many faculty members receive reduced teaching load for assignments related to administrative responsibilities, field placement supervision, research, major committee assignments, grants, etc. Interviews picked up some concern about lack of uniformity in release time for program coordinators, especially in colleges outside of KSOEHD. Documents in the evidence room provided a clear list of responsibilities for coordinators and procedures for selection within KSOEDH, but compensation of coordinators is not clearly addressed. The distinction between undergraduate/graduate teaching loads is not made within the unit since all programs are at the graduate level, although some undergraduates receive instruction in the unit through the multiple and single subject initial preparation programs.

Faculty in the unit generally teach four-three semester unit courses per term. Some faculty have field supervision responsibility as well as classroom instruction. On-line course delivery is counted as equivalent to other courses in terms of load calculation. All on-line courses in the MAT and other programs are taught by regular tenure/tenure-track faculty. Tenure track faculty have the equivalent of one course for advising, assessment, and service activities in their load calculation. New tenure track faculty receive three units of assigned time during their first two semesters to focus on retention, tenure, and promotion goals. Workload issues are governed by a California State University system-wide collective bargaining agreement. A classification of non-tenure track, full-time faculty called lecturers teach five-three semester unit courses per term.

Non-tenure track faculty in the role of full- and part-time lecturers supplement the work of the tenured and tenure track faculty. Many of the lecturers are individuals with extensive P-12 experience. Another classification of faculty is university-based or school-based clinical faculty. University-based clinical faculty include tenured and tenure-track faculty as well as full- and part-time lecturers. Clinical faculty have recent experience in the field. All faculty are evaluated by students and peers on a regular basis.

The unit has the highest ratio of support personnel to faculty in the university. Forty-one full time staff members provide clerical, technology, administrative, and student services support. Support personnel also appear to be adequate in advanced programs located outside KSOEDH.

D. Unit facilities

The unit has excellent facilities in the Education Building, a five-level building that was completed in 1994. Included in the building are technology-rich classrooms, methods classrooms, computer classrooms/labs, offices, conference rooms/meeting spaces, and various centers. The Joyce M. Huggins Early Education Center (an infant through 5-year old pre-school is located in the lower level of the Education Building. A media development studio, instructional materials preparation room, and a resource center are also located in the Education Building. Facilities for other programs located outside the Kremen School were described as

good in program level reports. The adequacy of these facilities was confirmed through interviews and visits.

E. Unit resources including technology

The core programs of the unit are supported by annual budget resources. Budgeting decisions are decentralized at CSU Fresno, so the dean is responsible for allocating funding to departments and other entities within KSOEHD. Numerous special projects, partnerships and research initiatives are supported by external funding. Indirect cost recovery brings significant resources to the unit each year.

The information technology resources within the unit support faculty, staff and student needs. Faculty receive laptop computers with wireless capability. Computers are replaced on a three year cycle. In addition to three 25-station computer labs, faculty have access to two mobile computer labs. Wireless and ethernet connections are available in all classrooms, office spaces and conference rooms in the Education Building. Remote access to computing resources is also available to all faculty and staff. Candidates have access to the wireless network with their personal computers. Desktop computers are also available to candidates in several locations throughout the facility. Blackboard and TaskStream are technology-based resources available to faculty and candidates. Task Stream participation is required of candidates all in initial preparation programs. Technical support within KSOEHD is available to faculty, staff and students. In addition for the MAT on-line program, the institutional Digital Campus is responsible for maintaining consistent and reliable delivery of the program and providing the necessary security for testing and assessments through secure, password protected digital portals.

The unit's assessment plan was developed and implemented with support from a U. S. Department of Education Teacher Quality Enhancement Grant. The initial assessment work is being continued beyond the grant through an Assessment Committee with two Assessment Coordinators. One coordinator is responsible for analyzing and reporting data and the second coordinator is responsible for administering the assessment system. Both coordinators receive release time for their assessment work.

California State University – Fresno has made a significant investment in library and curricular resources. The institution is in the middle of a \$100,000,000 expansion of the Madden Library which will tremendously enhance the resources available to future educators. In addition to the normal books, periodicals and microforms, two collections stand out as useful resources for the educator preparation at Fresno. The Arne Nixon Center for the Study of Children's Literature houses a collection of over 25,000 volumes. The Center has a \$1,000,000 endowment that allows for additions to the collection, staffing, and sponsoring conferences. The second collection is a Curriculum and Juvenile Collections Library that contains materials primarily for the use of candidates in KSOEHD.

Overall Assessment of Standard

The Kremen School of Education and Human Development has the governance structures and resources to successfully prepare educators and other school personnel. The leadership authority, budget, personnel, facilities and other resources (including information technology) are clearly in place to maintain high quality programs.

NCATE Recommendation: Standard Met

Areas for Improvement: None

State Team Decision: Standard Met

Internship Issues for State Report:

Common Standards 1 and 2 – Leadership and Resources

The Kremen School of Education and Human Development has an official agreement with each school district in which an intern is employed. Each district provides each intern with a support provider, and when needed, additional resources.

Common Standard 4 – Evaluation

The Intern Program Coordinator who reports to the Chair of Curriculum and Instruction coordinates the intern programs for the unit. An advisory board consisting of program faculty and staff and school district personnel serves as the official liaison between the unit and the school districts that participate in internship programs. These boards also review program design, candidate and school district needs, program implementation and assessment, and program improvement.

Common Standard 5 – Admission

Admission of intern candidates is coordinated by the Intern Program Coordinator in the Kremen School of Education and Human Development. Each internship program evaluates internship candidates to make certain that they meet admission criteria and the evaluation includes an inventory of prior experiences that prepare them for the increased responsibilities of an internship position.

Common Standard 6 – Advice and Assistance

Upon acceptance, intern candidates are sent a letter which details requirements and deadlines as well as a specific listing of the courses and sections in which the intern must enroll during the first semester of the program. During the supervised fieldwork portion of the program regularly scheduled required seminars are held with the interns for support and professional development. Each candidate also receives up-dates on the status of his/her progress in the program, and there are opportunities for interns to seek guidance with their particular situations. Specific handbooks for the credential program are provided to each intern candidate. The handbooks outline the program and professional expectations and responsibilities and charts the course for completion of the credential program.

Common Standard 7 – School Collaboration

The selection of the site support provider is made with the assistance of the site leadership.

Common Standard 8 – District Field Supervisors

Field Supervisors take on a special role for interns already teaching in schools. The university provides supervisors with regular training opportunities and include them in the professional development seminars provided for the interns.

PROGRAM STANDARDS
Multiple Subject Credential
Multiple Subject Internship Credential
Multiple Subject BCLAD Emphasis Credential
(Spanish, Hmong)

Findings on Standards

The reviewers looked critically at the various pathways in place at KSOEHD for attaining a Multiple Subject, and Multiple Subject BCLAD (Spanish & Hmong) credential. After reviewing the institutional reports, supporting documents, information gained from interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met.

Strengths

KSOEHD graduates and candidates, without exception, describe all credential programs as a highly positive experience and felt confident and well prepared to respond to their student teaching assignments and curriculum demands. They also indicated they felt a particular strength was the relationship between theory and practice, stipulated by their course materials and assignments. Further, reflective practice is not only required in all three phases of student teaching but in other areas of study and evidenced throughout their coursework. Teacher candidates recognize the growing need for knowledge and experience with diverse populations, appreciate the continuous infusion of pedagogy and wealth of fieldwork opportunities provided while concurrently enrolled in their coursework.

KSOEHD candidates commented on the quality of KSOEHD faculty for their commitment, inspiration, experience and commitment to modeling best teaching practices. Teacher candidates also commented that the KSOEHD and its faculty are committed to meeting the needs of all students as evidenced by the course conversations and required lesson plan adaptations. Teacher candidates are required to utilize the KSOEHD TPA assignments as their main venue of evaluation of the TPE's that includes modifications for different learning styles, special needs students and English Language Learner students. Curriculum alignment has also been conducted in all coursework to address the TPE's and in meeting the requirements of special needs students and English Language Learners as evidenced by their course matrix. Further, teacher candidates appreciate the opportunity to take the one-unit courses in physical education, classroom management, and other course electives.

Employers and master teachers spoke highly of KSOEHD graduates and student teachers regarding their professionalism and preparation in the content areas and their ability to integrate and adapt, and teach to the content standards. Master teachers commented that they gladly accept KSOEHD students as student teachers because of their academic training and preparation, and strong self-initiative. KSOEHD teacher candidates utilized multiple teaching strategies and are knowledgeable of various assessment techniques. They commented that they learn from their student teachers since they bring new and fresh ideas from their curriculum methods courses. One administrator who has twelve student teachers in the school noted: "this is the best crop of FSU student teachers we have ever had."

University supervisors commented on the high level of commitment and support provided by the KSOEHD in making them feel welcome and a part of the faculty. They are always given the opportunity to participate in faculty meetings, program and course design, in student teaching seminars and are given feedback regarding their performance.

Overall, a great strength of the KSOEHD program is its commitment to children and the willingness to be flexible in designing programs that best fit the needs of the teacher candidates and the community as a whole. It is evident by the designation of an ELD/BCLAD coordinator to support both bilingual and non-bilingual faculty in all of the programs. Further, the strong collaboration with other educational agencies (California Mini-Corps Program, California Reading and Literature Project, and others) adds to the richness of the KSOEHD in preparing competent and caring future teachers.

Concerns:

None noted

**Single Subject Credential
Single Subject Internship Credential**

Findings on Standards:

Based on the review of the institutional report and supporting documents, as well as interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team has determined that all program standards are met.

Faculty in the Kremen School of Education and Human Development (KSOEHD), in partnership with faculty from the academic departments and with K-12 practitioners, provide a well-sequenced professional program that effectively prepares candidates to meet the needs of diverse learners in secondary schools. Guided by the conceptual framework, the Single Subject program provides opportunities for candidates to develop professional dispositions that will prepare them to make a significant contribution to their students, schools, communities and profession.

Strengths:

The preparation of teachers is viewed by CSU Fresno as an all-university responsibility, making it possible to bring together faculty and staff resources from various departments. One notable result is the ability of the program to offer subject-specific content courses taught by faculty with expertise in both academic content and pedagogy. These faculty also serve as supervisors for candidates in their final student teaching semester. Candidates, master teachers and school administrators consistently praised this aspect of the program, and principals cited content knowledge and use of appropriate pedagogy as key factors in hiring decisions.

The field-based summative assessments are authentic, comprehensive, and well aligned to the Teaching Performance Expectations. These assessments require candidates to bring to bear what they have learned from both coursework and fieldwork regarding planning and implementing instruction to meet diverse learner needs and making instructional decisions informed by

learning theory, analysis of assessment results and reflection. Rubrics for these assessments were developed with input from both faculty and K-12 practitioners and provide a useful guide for both scorers and candidates. Care has been taken to train supervisors and master teachers in the scoring of the assessments through multiple training sessions including use of exemplars for calibration activities.

Candidates are placed for their student teaching assignments at schools whose students reflect the ethnic diversity of the region and whose teachers model effective teaching practices in meeting the needs of learners. The university supervisors, whether KSOEHD or subject-specific faculty or part-time employees, are well qualified and trained to support student teachers. All candidates and graduates interviewed indicated a high degree of satisfaction with the guidance and feedback they received from both their master teachers and supervisors.

The Single Subject Internship Program insures that interns are well prepared to meet the challenges of their classroom by requiring them to complete the first-semester coursework and the initial student teaching experience prior to applying for internships. Once in the program, interns are well supported by cooperating teachers and supervisors, and they are provided Saturday workshops on topics including classroom management and legal issues. They are also sent to statewide conferences to network with other teachers and are provided substitutes to allow them to observe other teachers at their school sites.

Concerns:

None noted

Reading Certificate Reading and Language Arts Specialist Credential

Findings on Standards

After review of the institutional report, the program report, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met for the Reading Certificate and the Reading and Language Arts Specialist Credential.

Both the Reading Certificate and the Reading and Language Arts Specialist Credential graduate programs provide advanced professional preparation in the field of reading and language arts so that teachers may work more effectively to provide a balanced, comprehensive program to students, teachers, schools and districts.

Candidates are provided with current research based methodology for developing fluent reading and comprehension strategies, for English speakers, English learners and struggling readers. As a result they learn to analyze and apply current research and evaluate instructional programs.

All candidates participate in a wealth and variety of sequenced field and clinical experiences. Through these experiences they learn to use a variety of research based assessment techniques, conduct in-depth case studies, and design and apply instructional methods and interventions

based on assessment data. As a result candidates are well prepared to assess student reading progress, provide intervention, and improve classroom literacy instruction.

Employers report the graduates become literacy leaders at their school sites and in their school districts.

Strengths

Candidates praised the faculty for their ability to provide instruction that bridges the gap between theoretical instruction and application. They appreciate the felt they form benefit collaboration and seminars with colleagues and faculty. Candidates reported that, through the use of inquiry, critical thinking, and reflective in all courses, they challenged their personal views of literacy and learning.

Candidates and graduates report the faculty are highly accessible and supportive to them even after completion of the program.

Candidates report they are well prepared to implement and support the State adopted reading programs used in their schools and districts as well as to supplement these programs with research based strategies to meet the diverse need of their students

Concerns

None noted.

Early Childhood Education Specialist Credential

Findings on Guidelines:

Based on interviews with candidates, faculty, employers, graduates, supervisors, supervising practitioners and document review, the team determined that all guidelines were fully met.

Strengths:

The University, the Kremen School of Education and the Early Childhood Education (ECE) faculty members demonstrate a comprehensive commitment to the Huggins Early Education Center. The Huggins Center, located on the campus, is an infant-toddler, preschool, and school-age program accredited by NAEYC. It is a full-inclusion program for children with special needs and it provides a venue for ECE Specialist Credential candidates to complete work products for their program.

The D. Paul Fansler Institute for Leadership in Early Childhood Education provides candidates, graduates and community ECE professionals the opportunity to attend seminars, tours, workshops, institutes and conferences that focus on theory, research and innovative practice.

The nine essential tools for ECE professional practice identified by NAEYC are requisite mastery for ECE credential candidates. ECE candidates and graduates spoke to the NAEYC standards which provide the foundation for the ECE program. They also emphasized their preparation to work with families and other adults as an integral part of their emphasis on ECE.

The accreditation team found compelling evidence that members of the ECE faculty are dedicated, hardworking and highly qualified professionals. Candidates reported experiencing a clear, cohesive vision of leadership and advocacy for the education of young children conveyed by all ECE faculty. Faculty consistently demonstrate and emphasize a knowledge base that links philosophy and scholarship with practitioner application.

ECE faculty model the program expectation of professional collaboration within the department and throughout the community. They have developed extensive networks with regional educational institutions and public and private agencies and they provide extensive leadership and professional development to these partners and constituencies.

Employers report graduates of the ECE program are well prepared to teach reading, have a strong, clear consistent philosophy of early childhood development and are able to blend theory with practice.

Concerns:

None noted

Agricultural Specialist Credential

Findings on Guidelines

After review of the institutional report, supporting documentation, and the completion of interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team has determined that all program standards are met for the Agricultural Specialist Credential.

Faculty in the Animal Sciences and Agricultural Education Department in partnership with secondary school practitioners, California Department of Education (CDE) staff, and industry representatives provide a well sequenced professional program that prepares candidates to meet the needs of diverse learners in California's agricultural education programs.

Strengths

Faculty in the Animal Sciences and Agricultural Education Department are commended for their commitment to supervising student teachers in both initial and final student teaching assignments. Students and graduates appreciate timely and professional observations and feedback by faculty who understand both pedagogy and subject matter.

Faculty are also to be commended for their continued professional relationships with practitioners, colleagues in sister universities, California Department of Education Agriculture Unit staff, and for their active participation in the California Agricultural Teachers' Association and related national professional associations. Modeling professionalism carries over to their students and candidates who have maintained 100% membership in the American Association of Agricultural Educators since the inception of the program.

Master teachers expressed appreciation for the opportunity to develop and strengthen student teacher supervisory skills through state wide Master Teacher Conclaves.

Candidates and graduates expressed satisfaction with the subject matter preparation provided through courses offered in the College of Agricultural Sciences and Technology. They also reported that they felt especially prepared in the areas of program management and student leadership development.

Faculty have an “open door” policy, and candidates feel very comfortable coming to them with questions and concerns. Candidates and graduates report that the level of teaching in the department is high and that faculty foster a “family,” yet professional, atmosphere through out the credential process.

Concerns:

None noted.

Education Specialist: Mild/Moderate Level I Including Internship
Education Specialist: Moderate/Severe Level I, Including Internship
Education Specialist: Mild/Moderate Level II
Education Specialist: Moderate/Severe Level II

Findings on Standards:

Based on the institution’s responses to the appropriate Program Standards, interviews with candidates, graduates, faculty, supervising practitioners, university administrators, and employers, the team finds the following:

- All standards are met for both the Mild/Moderate and the Moderate/Severe Level I and Level II credential programs
- All standards are met for the Mild/Moderate and the Moderate/Severe Level I Internship Credential Programs

After reviewing documents and conducting numerous interviews, the team determined that Education Specialist credential candidates are well prepared for special education teaching positions. Faculty are highly qualified and committed to best practices in teacher preparation and special education. The knowledge base of candidates is well developed and practical applications are provided for immediate use, especially important for a program where a majority of enrolled students are employed. Program graduates report that they are well prepared to teach, having both a breadth of knowledge in special education and specific skills in their specialization area. The special education faculty collaborate with colleagues across disciplines to provide well-coordinated, high quality intern and dual credential programs. They have excellent relationships with school districts and graduates are highly regarded by employers. Finally, the programs are evaluated on an ongoing basis, with findings informing program practices.

Strengths:

Special education faculty are commended for their commitment in preparing highly qualified candidates to serve students with disabilities. They have high expectations for teacher candidates, offer a rigorous and demanding program of study and focus on research-based literature that links theory with practice. They are reflective about their practices, and facilitate

the development of special educators who are reflective practitioners. The candidates and graduates interviewed consistently expressed appreciation for the accessibility of faculty, their high level of professionalism, and the personalized nature of the program. They stated the program prepared them well as special educators. Employers and field supervisors were pleased with the close partnerships and the quality of the credential candidates. Specific program strengths include:

- Mild/moderate and moderate/severe programs have significant overlap, with students feeling “well-rounded” and competent to address issues at schools as special educators. Practica are a significant part of Level I and Level II programs. Considerable support is provided to students through ongoing visitations, meetings with district support personnel, and a focus on meeting competencies/goals at Level I and Level II. Candidates value the Level II program for its emphasis on research and critical thinking. In addition, because everyone is teaching, there are opportunities to discuss classroom experiences, challenges, and interventions. Students appreciate that evaluation data and feedback about the program has affected positive change.
- The Intern Program is well coordinated across program areas. A cluster leader from special education collaborates with other cluster leaders to plan monthly workshops, professional development activities, and classroom support. Interns are carefully selected and provided with ongoing university and district support. The intern grant contributes directly to the quality of this program, providing resources for such activities as program coordination, clerical assistance, and clinical support to interns.
- Faculty provide a relevant program that reflects best practice in serving students with disabilities. Despite being understaffed, the special education faculty are consistently responsive to candidates’ Level I and Level II programs. Faculty provide a strong advisement system, with expectations and requirements clear in both Level I and Level II mild/moderate and moderate/severe programs. Part-time faculty are included and supported. They attend meetings on a regular basis, are respected by full-time faculty, and highly qualified in the field of special education. The Advisory Board is well attended, meets regularly, and provides a forum to discuss constituent needs. Faculty are commended for the Faculty Alliance in Teacher Education (FATE) Program. Parents from the community are encouraged to share information to strengthen the special education program with specific focus on communication and involvement of parents.

Concerns:

None Noted

Education Specialist: Deaf and Hard of Hearing Level I

Education Specialist: Deaf and Hard of Hearing Level II

Findings on Standards:

Based on the institution's responses to the appropriate Program Standards, interviews with candidates, graduates, faculty, supervising practitioners, university administrators, and employers, the team finds the following:

- All standards are fully met for both the Deaf and Hard of Hearing Level I and Level II credential programs

After reviewing documents and conducting numerous interviews, the team determined that the Deaf and Hard of Hearing Education Specialist credential candidates are well prepared for Deaf and Hard of Hearing teaching positions. Faculty are highly qualified and committed to best practices in teacher preparation and special education. The students reported that the faculty and the department are highly responsive to their learning needs. Faculty conducts ongoing advisement with students in both Level 1 and Level II. The faculty has developed an excellent collaborative relationship with community members and school districts. School district administrators reported that they readily hire teacher candidates from the Deaf and Hard of Hearing Teacher Program.

Strengths:

The candidates and graduates interviewed consistently expressed appreciation for the accessibility of faculty, their high level of professionalism, and the personalized nature of the program. The program was described as comprehensive by the candidates, faculty and school district personnel. They stated that the program prepared them well as teachers of both Deaf and Hard of Hearing students. Specific program strengths include:

- Comprehensive program which includes many facets of teaching both Deaf and Hard of Hearing students: Auditory/Oral, ASL, Speech, Auditory-Verbal
- Collaboration with community and school district programs that includes access to quality master teachers and fieldwork placements
- Advisement of students, particularly on an informal basis
- Faculty responsive to student's needs at Level I and Level II
- Ongoing and consistent self-review and program evaluation that results in program changes.
- Faculty is involved in current issues related to the field
- Access and use of campus speech and audiology labs

Concerns:

None Noted

Preliminary Administrative Services Credential
Preliminary Administrative Services Internship Credential
Professional Administrative Services Credential

Findings on Standards:

After review of the institutional report, supporting documentation, and the completion of interviews of candidates, graduates, faculty, and employers, the team has determined that all program standards in all programs are met. The program rationale and design are based on the school's Conceptual Framework, the California Standards for Educational Leadership as well as the California Professional Standards for Educational Leaders (CPSELs) and articulated to faculty and candidates. Candidates were complimentary of the program coordination as well as the clarity of program requirements, sequence, guidance and assistance. There is a strong emphasis on instructional leadership throughout the program, particularly in the use of data-based decision making as it relates to high achievement for all students and supervision. Appropriate field experiences are determined by the site mentor, university supervisor and candidate. These experiences are reviewed regularly to determine areas of strength and areas for continued improvement. Candidate competence is determined throughout the program by both formal and informal assessments. The WestEd rubrics based on the CPSELs are used as the benchmark for candidate growth and competence. Candidate dispositions are integrated in, taught and assessed throughout the program.

Strengths:

Faculty, candidates and graduates were all complementary of the work of the program coordinator. Candidate and part-time faculty concerns are addressed in a timely manner and part-time faculty feel a part of the overall program by inclusion in department meetings and program improvement efforts.

The Chancellor's Fellows program which "fast tracks" promising principal candidates is an example of strong collaboration with the surrounding districts. Funding for tuition is provided to candidates who are selected. Current efforts to recruit candidates for the Chancellor's Fellows program that reflect the ethnic and linguistic diversity of the Central Valley align with the program's mission and should be continued and strengthened. The department is encouraged to provide the same proportion of full-time and adjunct faculty to the Chancellor's Fellows program and other program candidates.

Faculty have strong collaboration with surrounding schools and districts. Candidates, graduates and practitioners all noted that CSUF faculty know what is going on in the public schools today and can "practice what they teach". Faculty actively participate in school reform and improvement efforts as well as coaching principals. There is a delicate balance of time devoted to research and service to the university and paid collaboration activities.

Concern:

The school is encouraged to examine and regularly review the allocation of program coordination units provided for programs offered in multiple sites with many candidates.

Pupil Personnel Services Credential: School Counseling

Findings on Standards

Based on a review of the institutional report, supporting documentation and the completion of interviews of candidates, graduates, faculty, clinical faculty, employers, community advisory members, supervising practitioners and local educational agencies, the team has determined that all program standards are met for the Pupil Personnel Services Credential authorizing practice in School Counseling.

The forty-eight unit graduate program is designed to prepare candidates for service as elementary, middle or high school counselors in diverse communities. Courses are conveniently offered in the late afternoon and evenings, thus affording an opportunity for working students to obtain a graduate-level education in school counseling. Curriculum changes in content areas related to the implementation of the 2001 PPS standards, including supervised field experience, are all fully implemented.

Strengths

The program reflects strong leadership and effective coordination of program elements with faculty, field supervisors and local educational agencies where candidates are placed. Unit support is also reflected in the addition of a full-time, tenure-track position in school counseling, adding to the current two full time, PPS-specific faculty positions in school counseling. The institution provides state of the art technology support, as well as the resources necessary for program development and coordination.

Clinical supervisors, employers and community advisory members consistently commented that candidates coming out of the program are well prepared and ready competently meet the needs of culturally and linguistically diverse students and their families in the schools.

Students and field supervisors praised faculty for their ability to provide relevant instruction using realistic case-based approaches and using adjunct faculty who are practitioners with relevant and current experience developing and implementing school counseling programs.

Concerns

None noted.

Pupil Personnel Services Credential: School Psychology with Internship

Findings on Standards:

The institutional report, with supporting documentation, was carefully and thoroughly reviewed. Candidates, graduates, employers, practicum and internship supervisors, advisory board members, and department and program faculty were interviewed. Based upon written documentation and interviews, it was determined that all program standards for the School Psychology Program, including internship, are met. There is evidence that the program provides candidates with a strong foundation in the knowledge base for the discipline of psychology, as well as the knowledge base specific to the professional specialty of school psychology. There is

evidence that candidates are well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies. There is also evidence that candidates provide culturally competent services to California's diverse population. Faculty have established long-term relationships with practitioner-supervisors in the field which provide candidates with strong field experiences.

Candidate competence is determined through multiple measures and at multiple points, including course assignments and exams, audio and video taping, supervisor and faculty ratings, a master's thesis, and passing of the Praxis II exam in School Psychology. The program has 100% employment of its graduates, and many become supervisors for practicum students.

Strengths:

The program has held approval from the National Association of School Psychologists since 1993.

Students, graduates, employers, and department faculty unanimously commend the faculty and program coordinator for their commitment and devotion to the school psychology program.

Employers report that graduates are exceptionally well-prepared at problem-solving and intervention design, have a strong work ethic, good consultation skills, and use a data-based decision-making process.

There is evidence of strong institutional support and commitment to the school psychology program.

Concerns:

None noted.

**Pupil Personnel Services Credential: School Social Work
Child Welfare and Attendance**

Findings on Standards:

After careful review of the institutional report, supporting documentation, and the completion of interviews with program faculty, institutional administrators, candidates, graduates, employers, supervising field instructors, advisors, school administrators, and advisory committee members, the team determined that all program standards are met for the Pupil Personnel Service Credential: School Social Work and the authorization in Child Welfare and Attendance.

Evidence for the Department of Social Work's commitment to school social work is seen in the hiring of four tenure and non-tenure track faculty who possess both the MSW/DSW degrees and the Pupil Personnel Credential. The Department of Social Work has collaborated with the College of Education Department of Counseling to also offer a pathway for students to acquire the additional authorization in School Counseling.

Strengths

Candidates, graduates, supervising field instructors, campus faculty and the PPS Advisory Committee members, without exception, praise the well organized PPS program, and the strong and open communication linkages with the Social Work Department.

Approximately 25% of the students enrolled in the Master of Social Work Program pursue the Pupil Personnel Credential. All MSW/PPS candidates pursue two of the three authorizations—School Social Work and Child Welfare and Attendance—and approximately 90% pursue the third authorization in School Counseling. In order to complete the school counseling authorization, MSW students take an additional 9 units of coursework in the College of Education Counseling Department and complete an additional 200 hours of supervised field work.

Faculty, supervising practitioners in the schools and employers deem graduates of the program to be well prepared and highly competent. They particularly praise graduates' abilities to: conduct multi-system assessments and interventions, broker positive home-school partnerships, and provide culturally competent services. School Districts in the CSU Fresno service area report that they have hired 30 school social workers and are preparing to hire more.

Candidates and graduates praise the high level of teaching in the department and the excellent mentoring provided in field supervision. Candidates value the support given to bridge theoretical instruction and application of theories, and the regular opportunities for critical thinking dialogues. Candidates and graduates felt prepared, confident and competent to begin employment and see themselves as life-long learners.

The Department of Social Work has developed a Certificate in Cross Cultural Competency which is available to all undergraduate and graduate students campus-wide. Two of the four certificate courses are also undergraduate General Education electives.

Concerns:

None noted

**Clinical Rehabilitative Services Credential:
Language Speech and Hearing****Findings on Standards:**

After review of the institutional report, supporting documentation and the completion of interviews of candidates, graduates, faculty, supervising practitioners, employers and members of the Advisory Board, the team has determined that all program standards are met for the Clinical Rehabilitative Services credential in Language, Speech and Hearing.

The program offers an undergraduate and a graduate degree in Speech and Language Pathology. All students in the graduate program complete the requirements for the Clinical Rehabilitative Services credential. The faculty has developed a curriculum that incorporates issues on diversity throughout the academic coursework and clinical practica. The on campus clinic provides students with experiences individual and group therapy sessions involving a multicultural

population with a variety of disabilities. When completing the public school practicum, student clinicians experience both the inclusive and pull out models of service delivery and they work in both general education and special education classrooms. Students working in the campus clinic and in the public schools serve a population that is reflective of the diversity of the Central Valley. They also work with individuals who have a wide variety of disabilities.

Strengths

The program is housed in a new and spacious facility with state of the art technology and equipment. The students have an extensive variety of tests and materials for the diagnosis and treatment of speech and language disorders. The equipment in the speech science and voice lab is usually found only in university research hospitals or laboratories. An otolaryngologist will be training the clinicians on the use of this equipment for diagnosis of voice, resonance and upper airway disorders/diseases.

Another strength of the program is the assessment process. The program just completed a five year assessment plan last year and they are in the first year of the second cycle. The plan tracked 12 goals with stated outcomes. Multiple surveys by students, graduates, supervisors and employers were obtained. Each year the faculty reviewed the comments and immediately made recommended changes in curriculum, course scheduling, and use of technology. The community has a strong commitment to this program and it is noteworthy that the faculty value the input from graduates, supervisors and advisory board members.

Students, recent graduates and field supervisors reported that the students are very well prepared for the student teaching experience and for beginning employment in the public schools. The students all commented that the program was exceptionally difficult and challenging but rewarding.

The full time and part time faculty are professionally active in the community which affords the students many opportunities to work in outstanding clinical facilities with expert supervision. The department has a cooperative agreement with the Clovis Unified School District for a preschool phonology clinic and a preschool language clinic.

Students are invited to attend conferences and workshops presented by agencies in the Central Valley.

The faculty members have an “open door” policy and students in the program as well as graduates of the program frequently ask for advice and assistance. Students are advised each semester and this continues until the student is employed. Graduates, supervisors, and employers noted that members of the faculty are highly qualified in their area of expertise. The faculty is to be commended for multiple book publications and journal articles. The faculty involves students in research, grants, and the preparation of papers for presentation at professional conferences. Students have the option of writing a thesis.

Concerns

None noted.

Health Services (School Nurse) Credential Program

Findings on Standards

The findings and recommendations are based on data gathered from the program document report, review of supporting documentation and interviews with School Nurse Credential Program coordinator, faculty, clinical faculty, candidates, graduates, employers, preceptors in the field, advisory committee members, Department of Nursing Chair, and the Dean of Health and Human Services. It is the finding that all program standards for the Health Services Credential are met.

The course work is well designed and available on-line. Candidates from all over the state avail themselves of the program. Program faculty have developed exceptional relationships and networks with practitioners locally and throughout the state.

Candidates, graduates, and preceptors interviewed reported on the high quality of the faculty. They speak to the innovation, availability and accommodation of the special needs of each candidate.

Strengths

Candidates, graduates, faculty and employers acknowledge and value the dedication, enthusiasm, and attention to the program by the School Nurse Credentialing Program Coordinator. Her expertise and leadership is recognized locally and throughout the state of California. In 1998, she received the honor of being named the California School Nurse Organization (CSNO) Central Valley Section "School Nurse of the Year". And then she was named the CSNO California State "School Nurse of the Year" in 1999.

The well designed and conceived core courses of the program were placed on line. Candidates and graduates highly commended the on-line program. Many noted that the program "encourages collaboration, models organization and good teaching practice." One candidate noted "(I) couldn't be a school nurse if this program was not available."

Candidates and graduates are in high demand by employers due to their strength of professional skills and breadth of current knowledge honed through the credential program.

Faculty regularly changes and improves program and courses in response to evaluation and feedback from all constituencies. A credential program approved by the CCTC to prepare school nurses for the Special Teaching Authorization in Health (STAH) has been proposed and will provide a second Masters degree option for the school nurses.

There is a strong preceptor program with clear preceptor, program coordinator, and candidate expectations of roles and responsibilities in order to meet the expectations. Clinical objectives are strong and are individualized by the additional objectives created by the candidates. Candidates with previous school nurse experience may choose a special project benefiting the school, district or other school nurses.

Concerns

None noted.

Professional Comments

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

Multiple Subject

In order to continue and further enhance the quality of the Multiple Subjects credential Program faculty are encouraged to consider the following:

- Although a Student Teaching handbook and a University Supervisor manual exists, a separate handbook for Master Teachers might assist in providing a succinct orientation when supervisors meet with new Master Teachers.
- In Phase I of student teaching some students commented that more than three university students in one classroom were too many, particularly if a Student Teacher was also assigned in the same classroom. More so, if the Master Teacher was not as experienced in supervising multiple personnel.
- Continue the articulation between C & I and BCLAD faculty to meet the changing needs of English Language Learners and the curricular needs of BCLAD Spanish and Hmong teacher candidates.

Single Subject

In interviews, candidates and master teachers expressed a need for an increased focus on classroom management skills in the program.

Interviews with candidates and graduates also revealed variations in content and assignments across multiple course sections.

Program faculty may wish to add workshops on using supervisory skills such as systematic documentation of teacher behaviors in classroom observations and conducting post-observation conferences as part of the annual Professional Development Days.

Some candidates interviewed requested that KSOEHD share the format and results of the summative assessments with induction programs to create a seamless articulation and to avoid duplication of tasks.

Reading and Language Arts Specialist

The faculty in the Reading Specialist /Credential programs are to be commended for their continued outreach to the community through the Reading Clinic.

In addition, their dedication to provide a consistent quality program to teachers and that serve the vast Central Valley is to be commended. The program establishes cohorts in rural areas. These cohort programs are taught by full time faculty and provide the candidates opportunities to study close to communities where they live and work despite the great distance from the university.

Agricultural Specialist

The program is unique in that there is additional coordination required to accommodate EFE, initial and final student teacher placements in fewer acceptable sites in the placement area. Also, there is an additional level of site review by CDE staff to be considered and addressed prior to student teacher placement.

Finally, there are two universities who share CDE approved sites in the Fresno placement area. Coordinating placement between two universities is unique and also requires significant time and program knowledge to provide all student teachers with acceptable placement.

The Kremen School of Education and Human Development is encouraged to provide equitable and adequate resources (release time) for Early Field Experience (EFE) and student teacher placement coordination. The Agricultural Specialist Program Coordinator receives no compensation for field placements (EFE, initial and final student teacher placement).

Education Specialist: Mild/Moderate, Moderate/Severe

Faculty may want to consider the following program suggestions:

- Given the acute shortage of qualified special education applicants across the state, the administration may need to consider additional recruitment strategies such as offering positions as lecturers, “teachers-in-residence”, clinical full-time faculty.
- Candidates and graduates were concerned that general education candidates had little information about students with disabilities early in their program. They suggested that the unique needs of special education students should be addressed throughout the general education programs.
- Students are required to take a health course in Level II but indicated it is not available at CSUF.
- Increased collaboration between the multiple subject and education specialist faculty could facilitate the integration and articulation of the dual credential program.

Education Specialist: Deaf and Hard of Hearing

The faculty is commended for their commitment in preparing highly qualified candidates to serve students who are Deaf and Hard of Hearing. The faculty has articulated high expectation for teacher candidates by offering a comprehensive and demanding program of study. The faculty is reflective about their practices, and facilitates the development of program revisions that enhance the opportunities for teacher candidates to learn and develop their practice. Program graduates consistently expressed appreciation for their preparation in serving students. Teacher candidates are encouraged to take leadership roles in the area of Deaf Education through community service and research.

Information obtained from interviews of some recent graduates and current candidates of the program suggest that the program continue to explore ways to be attentive to the following challenges for new teachers: The integration of the curriculum of teaching Deaf and Hard of Hearing students with multiple disabilities and diverse learners, the IEP/IFSP process including assessments, and knowledge regarding the birth to five year old student population

Administrative Services (Preliminary and Professional)

Providing training for incoming field supervisors is a struggle for many programs. One suggestion for more effective alignment of this important element of the program might be the use of technology, such as Blackboard, where faculty can post an instructional module that all field supervisors could access for initial and continued information regarding their role.

Pupil Personnel Services: School Counseling

The Community Advisory Board has been an active and helpful body to program faculty. However, the challenge of distance between local educational agencies and the university can make participation in advisory meetings difficult for members. The use of e-mail communication or the use of electronic list-serve group communication between program faculty and the community advisory board could be one way to strengthen this connection.

Pupil Personnel Services: School Psychology

There are currently plans to conduct a search for an additional Full-Time School Psychology Faculty member. This will provide additional support for the instructional, advising, and professional demands of the School Psychology program, and will enable it to maintain its current level of high quality.

Program faculty may wish to consider the use of a uniform template for course syllabi that includes the credential standard(s) the course is intended to address, specific measurable objectives tied to course assignments.

Additional articulation regarding the California Standards for School Psychology may be of interest to non-program, departmental faculty.

Clinical Rehabilitative Services

Students may seek employment in either medical or school based settings. Because its program requires each student to obtain the Rehabilitative Services Credential, it would be interesting to track employment and see how many students change from initial employment in a medical setting to the schools.

Health Services (School Nurse)

The program is very strong. However, retirements may someday take their toll. The team advises that the school look ahead to prepare future faculty members who have both the professional credentials and public school experience.